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ABSTRACT

Helping students take a look at what the traditional family provides--necessities, protection, affection, security, transmission of values and culture, and a setting for socialization--is relevant in today's curriculum. Developed to be used at the senior high school level, the curriculum guide offers a course outline emphasizing 11 major concepts: (1) the individual in the family, (2) the role of the family, (3) the family as managers, (4) the family as consumers, (5) preparation for marriage, (6) children in the family, (7) food for the family, (8) clothing for the family, (9) housing for the family, (10) family transportation, and (11) job and career opportunities related to family living. Supporting concepts and performance objectives are stated. The material is organized according to content and generalizations, teaching strategies, learning, evaluating experiences, and corresponding resources. Classroom materials in the appendix include personal evaluation forms and checklists, a forced choice values test, charts, fact sheets, sample forms and questionnaires, a play script, puzzles, games, and transparency masters. Concluding the guide is a list of related books, booklets and pamphlets, films, filmstrips, charts, kits, periodicals, programmed learning materials, tapes, and transparencies. Sources are listed for all items cited. (MW)

ED 098400

# FAMILY LIVING CURRICULUM GUIDE

for

# CONSUMER HOMEMAKING EDUCATION

Developed by

Mrs. Martha Taylor and Mrs. Rebecca Toadvine

Under the direction of

Mrs. Joyce C. Threlkeld

1974

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Prepared by

Curriculum Development Center
Department of Vocational Education
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In cooperation with

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Frankfort, Kentucky

## FOREWORD

This guide was developed to be used as a resource guide in planning and teaching a family living course at the senior high level. It may be taught for junior and senior students on either a yearly or a semester basis.

Traditionally American society has been built around the family, and the concern for the preservation of the family has been expressed by educators, sociologists, etc. Helping students take a look at what the traditional family provides--necessities, protection, affection, security, transmission of values and culture, and a setting for socialization is extremely relevant in today's curriculum.

This course also provides opportunities for students to better understand themselves, to learn to live harmoniously with family members and acquaintances, and to develop a sense of community responsibility.

The guide was edited by Pat Schrader.

The cover was designed by Raymond L. Gilmore, artist, Curriculum Development Center, University of Kentucky. The transparencies were also prepared by Mr. Gilmore.

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FAMILY LIVING COURSE
CONCEPTUAL OUTLINE

| CONCEPTS | SUGGESTED TIME ALLOTMENT |
|---|---|
| I. The Individual In The Family | 15 days |

A. Self Appreciation and Role Identification

1. Basic Needs
2. Self Concept
3. Peer Group Acceptance
4. Evaluation of Peer Relationships
5. Responsibilities of Role

B. Personality Growth and Development

1. Definition of Personality
2. Factors That Influence Personality
3. Retraining Personality Traits

C. Maturity

1. Types of Maturity
2. Aids to Maturity
3. Problem Solving
4. Parent and Teen Relationships
5. Personal Philosophy of Life

D. Character Development

1. Character Definition
2. Values and Goals
3. Code of Behavior

II. The Role Of The Family — 10 days

A. The Family as a Unit

1. Definition of Family
2. Effect of Culture on the Family
3. Effect of Society on the Family
4. Family Structures and Patterns

| CONCEPT | SUGGESTED TIME ALLOTMENT |
|---|---|

B. Functions of the Family

1. Reproduction
2. Care of Family Members
3. Affection
4. Physical Maturation
5. Allocation of Resources
6. Maintenance of Order
7. Maintenance of Morals
8. Motivation
9. Placement of Members in a Larger Society

C. Life Cycles in the Family

1. Beginning Family
2. Childbearing Family
3. Family with Preschool Children
4. Family with School Children
5. Family with Teenagers
6. Launching Family
7. Family in the Middle Years
8. Aging Family

D. Role Identification of Family Members

1. Definition of Role
2. Role of the Husband/Father
3. Role of the Wife/Mother
4. Role of the Children
5. Changes in the Roles of Family Members
6. Implications of Older Persons in the Home

E. Roles of the Family of the Future

F. Family Members in the Community

1. Neighbors and Friends
2. Community Services
3. Responsibilities to Self and Others

III. The Family As Managers — 10 days

A. Management

1. Elements of Management
2. Management Process
3. Resources for Management

| CONCEPT | SUGGESTED TIME ALLOTMENT |
|---|---|
| B. Decision Making | |
| C. Management of Time and Energy | |
| D. Use of Leisure Time | |
| IV. The Family As Consumers | 30 days |
| A. The Consumer | |
| 1. Who Is The Consumer? | |
| 2. Importance of The Consumer In the Marketplace | |
| B. Income | |
| 1. Sources | |
| 2. Types of Family Income | |
| 3. Ways of Increasing the Income | |
| 4. Variations During the Family Life Cycles | |
| C. Money Management | |
| 1. Division of Family Income | |
| 2. Factors Which Influence the Division of Family Income | |
| a. Values and Goals | |
| b. Needs and Wants | |
| c. Standard and Level of Living | |
| d. Family Communication | |
| e. Self Discipline | |
| D. Family Financial Records | |
| E. Banks and Banking Services | |
| F. Savings | |
| G. Consumer Credit | |
| 1. Definition of Credit | |
| 2. Role of the Consumer in Credit | |
| 3. Consumer Pressures | |
| 4. Types and Sources of Credit | |
| 5. Credit Qualifications | |
| 6. Costs of Credit | |
| 7. Dangers of Credit | |
| 8. Consumer Protection | |

CONCEPTS

SUGGESTED TIME ALLOTMENT

H. Family Security

1. Savings
2. Investments
3. Insurance
4. Benefits Provided Through Taxes
5. Wills and Estates

I. Consumer Buying

1. Motivation to Buy
2. Principles of Buymanship
3. Shopping Ethics

J. Consumer Citizenship

1. Consumer Protection
2. Fraud, Deception, and Quackery
3. Rights and Responsibilities
4. Sources of Information and Consumer Assistance

V. Preparation For Marriage — 40 days

A. Dating Experiences

1. Purpose of Dating
2. Dating Practices
3. Dating Manners and Etiquette
4. Sexual Behavior and Morality
5. Venereal Disease
6. Alcohol and Drug Use
7. Concepts of Love

B. Selection of a Marriage Partner

1. Mature love
2. Factors Which Affect Marriage Success

a. Concept of Ideal Mate
b. Interest and Background
c. Parental Approval
d. Health
e. Financial Responsibility
f. Age Difference and Maturity Level
g. Emotional Independence of Individuals
h. Young Marriages
i. Mixed Marriages

| CONCEPTS | SUGGESTED TIME ALLOTMENT |
|---|---|

C. Marriage Laws and Customs

1. The Engagement Period
2. Legal Aspects of Marriage
3. Social and Religious Marriage Customs
4. Planning the Wedding
5. Premarital Counseling
6. Planning the Honeymoon

D. Marriage Adjustments

1. Common Marital Adjustments
2. Characteristics of a Successful Marriage
3. Solving Marital Problems

VI. Children In The Family — 20 days

A. Factors Which May Influence the Decision to Become Parents

1. Attitudes Toward Children
2. Parental Responsibilities and Adjustments
3. Family Influences

   a. Cultural Factors
   b. Religious Factors

4. Hereditary Factors

   a. Influence of Heredity
   b. Multiple Births
   c. Abnormalities

5. Personal Factors

B. Planning for Parenthood

1. Cost of Having a Baby
2. Human Reproduction
3. Contraception
4. Symptoms of Pregnancy
5. Prenatal Development
6. Prenatal Care
7. Labor and Delivery
8. Postnatal Concerns and Care

| CONCEPTS | SUGGESTED TIME ALLOTMENT |
|---|---|
| C. Growth and Development of the Infant | |
| 1. Infant Care | |
| 2. Physical Development of the Infant | |
| 3. Emotional, Mental, and Social Development of the Infant | |
| D. Growth and Development of the Toddler | |
| 1. Physical Development of the Toddler | |
| 2. Emotional, Mental, and Social Development of the Toddler | |
| E. The Preschool Child | |
| 1. Physical Development | |
| 2. Social Development | |
| 3. Mental Development | |
| 4. Emotional Development | |
| 5. Guidance of the Pre-School Child | |
| F. The Playschool | |
| VII. Food For The Family | 20 days |
| A. Social and Psychological Aspects of Food | |
| 1. Significance of Food to Individuals | |
| 2. Eating Habits | |
| 3. Family Relationships | |
| 4. Food, An Asset to Entertainment | |
| B. Nutritional Needs | |
| 1. Basic Four Food Groups | |
| 2. Food Nutrients | |
| C. Meal Planning | |
| D. Food Shopping | |
| 1. Factors Affecting Shopping Decisions | |
| 2. Food Costs | |
| 3. Types of Markets | |
| 4. Shopping Courtesies | |
| E. Table Setting, Service and Etiquette | |

| CONCEPT | SUGGESTED TIME ALLOTMENT |
|---|---|
| F. Meal Preparation | |
| 1. Understanding Recipes | |
| 2. Identification, Use and Location of Equipment in Unit Kitchens | |
| 3. Safety and Sanitation in the Kitchen | |
| 4. Organization for Foods Laboratory Work | |
| 5. Group Work Responsibilities | |
| 6. Meals for Two | |
| G. Use of Convenience Foods | |
| H. Eating Away From Home | |
| VIII. Clothing For The Family | 10 days |
| A. Social and Psychological Aspects of Clothing | |
| 1. Basic Need Gratification | |
| 2. Self Expression | |
| 3. Self concept | |
| 4. First Impressions | |
| 5. Role | |
| 6. Personality and Individuality | |
| 7. Emotions | |
| 8. Values | |
| B. Physical Aspects | |
| 1. Elements of Design | |
| 2. Fashion Trends | |
| C. Management and Consumer Aspects | |
| 1. Factors Influencing Clothing Decisions | |
| 2. A Well Planned Wardrobe | |
| 3. Shopping for Clothing | |
| D. Care and Maintenance | |
| IX. Housing For The Family | 10 days |
| A. Influence of Housing on Family Members | |
| 1. Physiological Benefits | |
| 2. Psychological Benefits | |
| 3. Sociological Benefits | |

| CONCEPTS | SUGGESTED TIME ALLOTMENT |
|---|---|
| B. Factors Which Influence Housing | |
| 1. Human Factors | |
| 2. Environmental Factors | |
| 3. Technological Factors | |
| C. Housing Decisions | |
| 1. Types of Housing | |
| 2. Evaluation of Housing | |
| a. Space | |
| b. Building Codes | |
| c. Storage | |
| d. Safety | |
| 3. Financial and Legal Decisions | |
| a. Renting | |
| b. Buying | |
| c. Insuring | |
| d. Operating and Maintaining | |
| e. Furnishing and Equipping | |
| D. Future Housing | |
| X. Family Transportation | 5 days |
| A. Analysis of Transportation Needs | |
| B. Purchase of an Automobile | |
| 1. Purchasing a Used Automobile | |
| 2. Purchasing a New Automobile | |
| C. Warranties | |
| D. Costs of Ownership | |
| 1. Maintenance and Operation | |
| 2. Insurance | |
| XI. Job And Career Opportunities Related To Family Living | 5 days |
| A. Job and Career Opportunities | |
| 1. Entry-Level Occupation | |
| 2. Semiprofessional and Skilled Occupations | |
| 3. Professional and Technical Occupations | |
| 4. Sources of Employment | |

| CONCEPT | SUGGESTED TIME ALLOTMENT |
| --- | --- |
| B. Personal Requirements | |
| 1. Personal Qualities | |
| 2. Skills | |
| C. Educational Preparation | |
| 1. High School Training | |
| 2. Post High School Training | |
| D. Interrelationship of Employment and Home Life | |

MAJOR CONCEPT: I. The Individual in the Family

SUPPORTING CONCEPTS:

A. Self Appreciation and Role Identification

B. Personality Growth and Development

C. Maturity

D. Character Development

UNIT OBJECTIVE: Upon completion of the activities of this unit the student will be able to analyze individual family roles, individual personality, individual characteristics of maturity, and how these lead to responsible behavior.

STUDENT PERFORMANCE OBJECTIVES: The student will

A. Analyze individual family roles and the responsibilities these roles involve.

B. Identify individual strengths and weaknesses of personality and how the weaknesses may be improved.

C. Identify the characteristics of mature adult behavior.

D. Determine how values and goals affect one's character development.

| Some Supporting Content and Generalizations | Teaching Strategies Learning - Evaluating Experiences | Resources |
|---|---|---|
| A. Self Appreciation and Role Identification | Interest Approach: Bulletin board, "Who Am I?"<br><br>Note to teacher: Ask the students to bring two pictures to class. You may choose to have them bring a current picture and a baby picture of themselves or a current picture and a picture of what they hope to be in the future. Have the class compare the two sets of pictures and draw conclusions as to how the pictures differ and what factors have brought about the change. | |
| 1. Basic Needs<br><br>a. Every person is born with the same basic needs and a knowledge of these basic needs will increase one's understanding of behavior, both of one's self and of others. | Brainstorm to determine what the class members consider to be their basic needs. | |
| b. Basic physical needs include the following:<br><br>(1) Satisfaction of hunger and thirst<br>(2) Self-preservation<br>(3) Satisfaction or sublimation of sexual drives<br>(4) Growth<br>(5) Activity | Read references to discover the basic physical needs of each individual. | Books:<br>No. 45, Personal Adjustment Marriage and Family Living, Ch. 2.<br>No. 47, Relationships: A Study In Human Behavior, Ch. 1.<br>No. 38, Living with Your Family, Ch. 1.<br>No. 66, Tomorrow's Homemaker, Ch. 1, pp. 5-14 and Chs. 4-5. |

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| c. Basic psychological needs include the following:<br><br>(1) To be valued by others<br>(2) To experience success<br>(3) Security and safety<br>(4) Variety and new experiences<br>(5) Freedom and independence<br>(6) Religion and a philosophy of life<br>(7) To care for and conform to others | Read references to discover the basic psychological needs of each individual. | Books:<br>No. 52, Teen Guide to Homemaking, Ch. 3, pp.<br>No. 41, Married Life, Ch. 1. |
| d. Satisfaction of the basic needs is a primary factor in the development of a healthy and mature self-image. | Discuss the basic needs of all individuals.<br><br>Collect and display advertisements which appeal to each of these basic needs. | Current newspapers and magazines. |
| e. Certain needs have priority, thus creating a hierarchy of needs. | Note to teacher: Construct a bulletin board or prepare a handout to acquaint the students with the hierarchy of needs. | Appendix: No. I-A, p. 243, "Hierarchy of Needs." |
| f. Adjustive behavior indicates a solution to the problem has been found. Maladjustive behavior indicates only the treatment of a symptom. When basic needs are not fulfilled, maladjustments in the personality may result. | Invite a resource person to discuss basic needs and circumstances which may arise if these needs are not met.<br><br>and/or<br><br>Group work: Write case histories which reveal maladjustments which an individual may experience if his basic needs are not met.<br><br>Exchange case histories and give alternative solutions which would indicate adjustive behavior. | Suggested resource persons: psychologist, sociologist, psychiatrist, minister, guidance counselor. |

| I. The Individual in the Family<br>Some Supporting Content and Generalizations | Teaching Strategies<br>Learning - Evaluating Experiences | Resources |
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| | Evaluation: Answer the following questions:<br>--How does one fulfill one's needs?<br>--How do advertisers appeal to one's needs in order to sell products? | |
| 2. Self Concept | | |
| a. Self-analysis involves critical evaluation and recognition of those qualities that the individual may be able to develop or improve and those qualities which he may be unable to change. One's self-concept will include a personal, a social, and an ideal self-concept. | Complete a personal evaluation checklist, checking items which describe you.<br>Read references to gain knowledge of one's self-concept. | Appendix: No. I-B, pp. 244-245, "Personal Evaluation."<br>Books:<br>No. 52, Teen Guide to Homemaking, pp. 41, 48, 57, 59, and 63.<br>No. 49, Relationships: A Study In Human Behavior, Ch. 2.<br>No. 4, Between Parent and Teenager, Ch. 5. |
| | Complete personal evaluation checklist a second time, checking the items you would like to describe you.<br>Compare the two checklists and make a plan for improvement. | Appendix: No. I-B, pp. 244-245, "Personal Evaluation." |
| b. One's personal self-concept involves the image one possesses of himself as a physical and social entity.<br>c. One's social self-concept includes perceptions, attitudes and feelings about himself in relation to other persons. | Analyze one's own self concept as related to the following:<br>--Personal self-concept<br>--Social self-concept | |

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| d. One's ideal self-concept is that image which one has of what he wishes to become. | --Ideal self-concept<br><br>Evaluation: Write a paper regarding the above analysis. The paper shall include the following:<br><br>--How one feels toward one's self<br>--How one fits into peer groups<br>--What one wishes to become | |
| 3. Peer Group Acceptance | Note to teacher: It may be helpful to borrow psychology and sociology books from another department. | |
| a. A peer is someone who is in one's own age group. | Read and discuss references to find a definition of the term peer and to gain knowledge concerning peer groups. | Books:<br>No. 49, Relationships: A Study in Human Behavior, p. 31.<br>No. 52, Teen Guide to Homemaking, Ch. 5, pp. 83-86.<br>No. 1, Teenage Living, Ch. 5. |
| b. Acceptance is a basic need of all individuals. Peer group acceptance takes on additional importance in certain stages of development. | Recall experiences in which you have been rejected by your peers. Indicate your feelings at that time.<br><br>Discuss peer influence relating to such topics as fads in dress, attitudes toward school work, participation in extracurricular activities, and acceptance of family values. | |
| c. Peer group acceptance in many cases becomes more important than parental approval. | Share incidences in which peers have had more influence upon your behavior than your parents. | |
| d. The amount of affection and understanding within the family may determine if the peer group will have more influence than the family. | Relate how the attitude of your parents toward your friends affects your feeling either in a positive way or a negative way. | |

| Some Supporting Content and Generalizations | Teaching Strategies Learning - Evaluating Experiences | Resources |
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| | Evaluation: Role play situations that demonstrate the importance of peer group acceptance. Example: A group is criticizing a friend who is not present. Show one or two ways the absent person's best friend might handle the situation. | |
| 4. Evaluation of Peer Relationships | | |
| a. Peer relationships may be either beneficial or harmful. | Cite experiences in which your friends have had a positive or negative influence on your development. | |
| b. Beneficial peer relationships are often found in clubs sponsored by the schools or churches in the community. | List community activities and organizations in which teenagers participate.<br>Choose those community activities and organizations which promote proper growth and development through membership or participation and those you feel would have a harmful influence on teenagers who participated. | |
| c. One may find that membership in certain organizations is not beneficial. These organizations would include those which<br>(1) lack adult supervision,<br>(2) have secret initiations,<br>(3) have illegal requirements for membership. | List certain procedures which indicate that one needs to avoid certain types of clubs and organizations. This may include certain types of initiations and requirements. | |
| | Recall experiences in which you have been tempted by pressure from peer groups. | Book No. 4, Between Parent and Teenager, Ch. 11, pp. 177-212. |

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| | Include all the arguments which would be used to interest one in such activities and dramatize situations in which students are being pressured by peers to experiment with the following:<br><br>--Tobacco<br>--Alcohol<br>--Drugs<br><br>Predict the outcomes.<br><br>Note to teacher: For an evaluation give the students a list of situations and ask them to decide whether parents or peers would most influence their decisions. Include the following:<br><br>--Attending church<br>--Skipping school<br>--Selecting clothes<br>--Other situations | |
| 5. Responsibilities of Role<br><br>a. A role is a function assumed by an individual or a group in a particular situation.<br><br>b. Each role which one accepts will have certain expectations. | Define the word role.<br><br>Point out the role expectations of the following:<br><br>--Being a teenager<br>--Being feminine or masculine<br>--Being a daughter or a son<br>--Being a friend<br>--Other roles<br><br>Decide the responsibilities and privileges of each of the above roles. | Books:<br>No. 52, Teen Guide to Homemaking, Ch. 1, pp. 20-23.<br>No. 38, Living with Your Family, Ch. 15. |

| Some Supporting Content and Generalizations | Teaching Strategies Learning - Evaluating Experiences | Resources |
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| c. What makes a good leader seems to vary with the following:<br><br>--The kind of group to be led<br>--The task of the group<br>--The conditions under which the group operates | List characteristics which are evident in leaders in the school, community, state, and nation.<br><br>List characteristics which are evident in those who follow the leadership of others.<br><br>Cite examples of persons being a leader in one situation and a follower in another. Decide why they assumed different roles at different times.<br><br>Evaluation: Write an analysis of your present role within the family, the school, and the community. Include the responsibilities these roles involve.<br><br>or<br><br>Dramatize situations which depict the role of teenagers in the family, the school, and the community. | |

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| B. Personality Growth and Development | | |
| 1. Definition of Personality | Brainstorm to develop a definition of personality. | |
| a. Personality is the unique way in which individuals behave. This includes the following:<br>(1) The way one walks<br>(2) The way one dresses<br>(3) The way one talks<br>(4) The way one thinks<br>(5) One's feelings<br>(6) One's hopes and dreams | View and discuss a transparency made from the personality diagram in the appendix.<br>Reassess your definition of personality in light of this diagram. | Appendix: No. I-C, p. 246, "Personality Diagram." |
| b. Personality traits have been classified as extrovert, introvert, and ambivert. | Consult references to discover the different classifications of personalities and the characteristics of each type. | Books:<br>No. 45, Personal Adjustment Marriage and Family Living.<br>No. 52, Teen Guide to Homemaking, Ch. 3.<br>No. 64, Thresholds to Adult Living, Ch. 2. |
| c. It is seldom that a person's behavior is such that it fits perfectly into one of the classifications mentioned above. | Draw conclusions as to whether any person is likely to fit into any one of these above classifications. | |
| d. One's personality develops as the individual grows and develops. | Complete and discuss the checklists on personality and personal characteristics. | Appendix: Nos. I-D and I-E, pp. 247-248.<br>"Personality Checklist," and "Personal Characteristics." |
| | Invite a qualified resource person to talk about desirable personality traits.<br>or | Suggested resource persons: psychologist, physician, guidance counselor, minister. |

| Some Supporting Content and Generalizations | Teaching Strategies Learning - Evaluating Experiences | Resources |
|---|---|---|
| e. Certain personality traits may be either desirable or undesirable, depending upon how they affect one's relationships with others. | Group work: List the personality traits which you like and those which you dislike in others. | |
| f. One seldom sees himself as others see him. | Describe yourself as you would like to appear to others. | |
| g. An understanding of one's self is a first step in understanding others. | List traits which you feel are a part of your own personality. | Books:<br>No. 64, Thresholds to Adult Living, Ch. 2.<br>No. 27, Homemaking for Teenagers, Book 1, Ch. 1. |
| h. Self improvement projects require the following preliminary steps:<br>(1) Identifying personal strengths and weaknesses<br>(2) Accepting the need for improvement | View and discuss a film which describes how to improve your personality.<br><br>Evaluation: Refer to the personality checklist previously completed and being very analytical describe yourself as you see yourself. | Film: No. 17, "Improve Your Personality." |

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| | Choose areas you plan to improve and make a plan for accomplishing this improvement. Plan only what you can successfully accomplish. | Appendix: No. I-F, p. 249, "Personal Plan for Self Improvement." |
| 2. Factors That Influence Personality | | |
| a. Hereditary factors may effect one's personality. | Consult references to determine some hereditary factors which may effect personality and describe what role each plays in the development of personality. Include the following:<br>--Some birth defects<br>--Susceptibility to disease<br>--Bone structure<br>--Color of skin, hair, and eyes<br>--Texture of hair<br>--Other factors | Books:<br>No. 64, Thresholds to Adult Living, Ch. 2, pp. 50-52.<br>No. 45, Personal Adjustment Marriage and Family Living, Ch. 1, pp. 6-11.<br>No. 34, Lessons in Living, Unit 3, Lesson 1.<br>No. 57, The Developing Child, Ch. 16, pp. 421-427.<br><br>Periodical: No. 2, Seventeen, "Why You Are The Way You Are," 2/1973. |
| b. Environmental factors have a great influence on one's personality. | Determine some environmental factors which affect personality. Include the following:<br>--Occupation of one's parents<br>--Education and interests of one's parents<br>--Talents of one's family members<br>--One's hobbies<br>--One's church<br>--One's school<br>--One's acquaintances<br>--One's activities<br>--One's experiences<br>--One's position in the family such as, only child, first born, last born, and middle child.<br>--Other factors | Books:<br>No. 65, Today's Home Living, Ch. 2, pp. 21-26.<br>No. 38, Living With Your Family, Ch.1, pp. 7-8.<br>No. 64, Thresholds to Adult Living, Ch. 2, pp. 53-56.<br>No. 8, Child Care and Development, Ch. 17.<br><br>Current periodicals such as Seventeen and Parent. |

| Some Supporting Content and Generalizations | Teaching Strategies Learning - Evaluating Experiences | Resources |
|---|---|---|
| | Grab Bag: Draw one of the above environmental factors from a grab bag and explain how this factor may affect one's personality. Support your conclusions. | |
| c. One's personality during the teen years is influenced by the attitude one takes toward the physical changes of the body and the concepts one forms of individual physical abilities and limitations. | Research to determine how one's personality during the teen years is influenced by one's physical self-concept and physical limitations. Discuss the findings and defend your conclusions. | Book: No. 65, Today's Home Living, Ch. 2, pp. 15-18. |
| d. One's emotions are more intense during teenage years than at any other time. Strong emotions need to be released in ways that are not harmful to the individual or his acquaintances. | Study references to indicate the degree to which one's emotions influence one's personality development. | Books: No. 52, Teen Guide to Homemaking, Ch. 3, pp. 52. No. 6, Building Your Home Life, pp. 490-495. |
| | List some ways of controlling unpleasant emotions, such as the following:<br>--Jealousy<br>--Anger<br>--Belligerence<br>--Envy<br>--Fear<br>--Other Emotions | Book: No. 65, Today's Home Living, Ch. 2, pp. 19-21. |
| e. Prejudice is a preconceived judgment or opinion formed without sufficient knowledge of the subject. | Read and discuss references to discover the meaning of prejudice and how prejudices develop. | Book: No. 57, The Developing Child, Ch. 16. |

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| (1) Prejudices are not natural occurrences but are learned from the culture, from the society, and from the family in which one lives. | Recall some common prejudices that you have observed in the community.<br><br>Determine the factors responsible for the development of such prejudices. | |
| (2) Prejudicial attitudes may be overcome through learning about other cultures and other races. | Invite a resource person to describe the culture of other people.<br><br>or<br><br>View a film showing the various ways culture is transmitted.<br><br>Evaluation: List the factors that you feel have most influenced your personality. | Suggested resource persons: foreign student, person who has visited another country, naturalized citizen.<br><br>Film: No. 21, "Man and His Culture." |
| 3. Retraining Personality Traits | | |
| a. Personality development is a life-long process. Unlearning a trait or habit is difficult and will require a strong desire; however, it is possible to change personality traits. | Read and discuss references to determine how personality traits may be changed.<br><br>Note to teacher: Give the name of each person in the class to a selected number of students. Ask each student to write a personality description for each of the names he/she is given. Collect the description, make a compilation for each student and destroy the original student papers. Give each student the compilation of his personality description. | Books:<br>No. 65, Today's Home Living, Ch. 2, pp. 27-34.<br>No. 49, Relationships: A Study in Human Behavior, Ch. 2, pp. 23-24.<br>No. 34, Lessons In Living, Unit 3, Lesson 1, p. 276.<br>No. 6, Building Your Home Life, Ch. 2, pp. 41-50.<br>No. 66, Tomorrow's Homemaker, Ch. 1, pp. 14-22. |

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| b. Youth has some responsibility for its own personality traits. | Evaluation: Study your personality description and use it as a basis to write a paper describing how you might improve your own personality. If you disagree with the description made by your class members give the reasons why you disagree. | |
| C. Maturity | Complete a checksheet, "How Mature Am I?" | Appendix: No. I-G, p. 250, "How Mature Am I?" |
| | Note to teacher: Help the students rate their maturity according to the following:<br>--13 or more yes responses---"You Have What It Takes."<br>--10 or 12 yes responses--"You're In The Safety Zone."<br>--Below 10 yes responses--"Get Busy On Improvements." | |
| 1. Types of maturity | | |
| a. Maturity is revealed in an individual's use of available resources to develop his potentialities. | Group Work: Read references and report to the class on the different types of maturity. In the report describe each type of maturity, give examples of this maturity, and tell when it is likely to occur. Include the following: | Books:<br>No. 49, Relationships: A Study In Human Behavior, Ch. 4.<br>No. 21, Family Living, Ch. 1.<br>No. 45, Personal Adjustment Marriage and Family Living, pp. 19-22 and 148-149. |
| b. Chronological maturity identifies the number of years a person has lived, but does | --Chronological maturity | |

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| not necessarily indicate any other type of maturity. | | |
| c. Physical maturity is orderly and sequential, but irregular. There is great variation among individuals in the growth toward physical maturity. | --Physical maturity | |
| d. Intellectual maturity is dependent upon inherited mental potential, environmental experiences, and motivation. | --Intellectual maturity | |
| e. Emotional maturity results when one understands his feelings and can control his actions. This is essential to the development of a favorable personality. | --Emotional maturity | |
| f. One develops toward maturity by wisely forming his own code of social behavior. Socialization means an individual learns the ways of a given group so that he can function within it. | --Social maturity | |
| g. Becoming philosophically mature involves understanding of one's self and choosing individual values and goals. | --Philosophical maturity | |
| | Evaluation: Complete the following sentence. "My maturity is revealed by..." | |
| 2. Aids to Maturity | | |
| a. Defense mechanisms (cont.) | Read references to discover some different types of defense mechanisms. Include the following: | Books: No. 45, Personal Adjustment |

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| (1) Aid in the maintenance of a healthy self-concept.<br>(2) Allow one to cope with frustrations.<br>(3) Are healthy outlets if used sparingly.<br>(4) Are harmful outlets if used excessively.<br>(5) Are self-deceiving if over used. | --Daydreaming or fantasizing<br>--Compensation<br>--Direct attack<br>--Rationalization<br>--Identification<br>--Projection<br>--Regression<br>--Repression<br>--Suppression<br>--Withdrawal<br>--Displacement<br><br>Role play both acceptable and unacceptable uses of a variety of defense mechanisms.<br><br>or<br><br>Present short skits to show how emotions affect the behavior of teenagers. | Marriage and Family Living, Ch. 3.<br>No. 49, Relationships: A Study In Human Behavior, Ch. 7. |
| b. The practice of self-control is evidence of several types of maturity. | View a film on emotional maturity.<br><br>Read references to discover signs which point to a healthy emotional state. | Films:<br>No. 12, "Emotional Maturity."<br>No. 8, "Control Your Emotions."<br><br>Books:<br>No. 27, Homemaking for Teenagers, Book I, Ch. X, pp. 21-24.<br>No. 49, Relationships: A Study In Human Behavior, Ch. 5.<br>No. 6, Building Your Home Life, Ch. 2, pp. 53-55. |

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| | Describe two actual experiences, one in which there was evidence of a lack of self-control, and one in which self-control was used.<br><br>Evaluation: Summarize the characteristics and behavior of a mature individual.<br><br>or<br><br>Role play situations calling for mature judgments and behavior. Show what happens when immature judgment and behavior are used and contrast with the results of using mature judgment and behavior. | |
| 3. Problem Solving | | |
| a. Problem solving follows a sequence of steps. These steps may include the following:<br><br>(1) State the problem.<br>(2) Determine when a final decision must be made.<br>(3) Secure all available informaiton.<br>(4) Examine alternatives.<br>(5) Make the decision.<br>(6) Try out your solution.<br>(7) Check to see if it worked and make necessary adjustments. | Read references to analyze the steps in problem solving.<br><br>Group work: Present a short skit showing a difficult decision a teenaged person must make. The skit may be on one of the following subjects:<br><br>--Part-time employment<br>--Future vocational plans<br>--Early marriage<br>--Other subjects | Books:<br>No. 66, Tomorrow's Homemaker, Unit I, part I, pp. 20-22.<br>No. 45, Personal Adjustment Marriage and Family Living, Ch. 3, pp. 38-42.<br>No. 65, Today's Home Living, Ch. 1, pp. 2-7.<br>No. 38, Living With Your Family, Ch. 2, pp. 19-21. |
| b. One may cultivate both mental and physical health by facing problems honestly and mastering them. | Evaluation: Using the problem-solving technique, reach a solution for all the groups other than your own. Report solutions to the class. | |

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| | Compare solutions.<br><br>Choose the best solution. | |
| 4. Parent and Teen Relationships | Read and discuss references for a better understanding of parent and teen relationships. | Books:<br>No. 49, Relationships: A Study In Human Behavior, Ch. 12, pp. 130-131.<br>No. 2, Being Married, Ch. 20, p. 407.<br>No. 21, Family Living, Ch. 4, pp. 84-94.<br>No. 4, Between Parent and Teenager, Ch. 2, p. 21.<br><br>Booklet: No. 36, "The Adolescent in Your Family." |
| a. Parent-teen relationships are often turbulent during the period of adolescence. It is important for parents to learn to guide their children adequately. | Participate in a buzz session in which a teenager's problems with his/her parents are identified. Include how the parents often handle the problems and describe what you feel would be a better solution. The parents solution may be one of the following:<br><br>--Do it because I say so.<br>--When I was your age...<br>--Other solutions | |
| b. Adolescence is the teenaged years, the period from thirteen to twenty. | Define adolescence. | |

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| c. The adolescent is striving to perform certain tasks. These include the following:<br><br>(1) Achieving physical competency<br>(2) Getting along with one's family<br>(3) Getting along with peers of both sexes<br>(4) Achieving scholastic success<br>(5) Making advanced educational plans<br>(6) Developing a set of values, goals, morals, religious beliefs, etc.<br>(7) Developing socially responsible behavior<br>(8) Discovering and developing an acceptable self<br>(9) Becoming economically independent<br>(10) Preparing for marriage and family life | Recall from above reading assignment the developmental goals or tasks of the adolescent period. | |
| d. Adolescents need to find their own identity as well as to maintain their interdependent relationship with their family. | View a filmstrip or listen to a tape concerning parent and adolescent compatability. | Filmstrip: No. 15 "How To Get Along With Parents."<br><br>Tapes:<br>No. 2, "Be Good Parents."<br>No. 3, "Be Understanding Parents." |

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| e. It is not unusual for teens to feel their parents do not understand them. In some cases, parents are reluctant to allow the independence which the teenager is seeking. | Analyze some common conflicts which occur between the parent and the teenager. Include the following:<br><br>--Inability to communicate<br>--Grades in school<br>--Jobs and careers<br>--Drugs and alcohol<br>--Housing, clothing and standards of cleanliness<br>--Quarreling or divorced parents<br>--Mobility of family<br><br>Note to teacher: Ask the students to develop a case study for each of the problems they listed.<br><br>Evaluation: Analyze one of the case studies developed.<br><br>or<br><br>Defend the statement "The transition from childhood to adulthood is facilitated by parental understanding."<br><br>or<br><br>Give twenty responses to the statement "When I become a parent of a teenager I will . . ." | Books:<br>No. 4, Between Parents and Teenagers, Ch. 1 and 2.<br>No. 72, Your Marriage and Family Living, Ch. 2.<br><br>Booklets:<br>No. 32, "Parent-Teenager Communication."<br>No. 23, "Health Care of the Adolescent."<br>No. 46, "To Know and to Care."<br>No. 38, "The Early Adolescent: A Guide for Parents." |

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| 5. Personal Philosophy of Life | | |
| a. One's philosophy of life will consist of the beliefs, the attitudes, and the concepts which one has developed. | Discuss ways in which your philosophy is influenced by your values, goals and environment.<br><br>Think of people who may have influenced your philosophy of life. Decide in what ways they influenced you. | Books:<br>No. 49, Relationships: A Study In Human Behavior, Chs. 10 and 11.<br>No. 50, Steps in Home Living, pp. 22-26. |
| b. During the adolescent period one is involved in the development of a personal philosophy of life. | Identify conflicts which are present in our society and the kinds of behavior which may accompany each conflict. The conflicts identified may include the following:<br><br>--Family vs. career<br>--Religion vs. science<br>--Equality vs. segregation<br>--Honesty vs. don't get caught<br>--Brotherhood vs. war<br>--Other conflicts | |
| c. One's personal philosophy affects the way one relates to others. | Discuss how one might react to situations such as the following:<br><br>--Sharing a limited amount of food<br>--Aiding an injured stranger<br>--Revealing secrets of one friend to another<br>--Other situations | |

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| d. One's philosophy will reveal what one considers important. | Evaluation: Write a paper entitled "My Philosophy of Life." Include the following:<br>--What do I want from life?<br>--What can I contribute to my life?<br>--What can I contribute to the lives of others? | |
| D. Character Development | | |
| 1. Character refers to one's habitual patterns of behavior that develops in stages similar to other development. | Define character.<br><br>Discuss the statement, "Character is what you are, not what you appear to be."<br><br>Role play situations in which one's character is tested. Situations may include the following:<br>--Smoking<br>--Drinking<br>--Petting<br>--Shop-lifting<br>--Other situations<br><br>Evaluation: In small groups, discuss one or more of the following questions:<br>--When and how is character developed?<br>--Is the formation of character always a conscious process?<br>--How does family environment affect character development?<br><br>Report conclusions to class. | Dictionary<br><br>Book: No. 49, Relationship: A Study In Human Behavior, Ch. 3. |

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| 2. Values and Goals | Read references to secure definitions of values and goals. | Books:<br>No. 52, Teen Guide to Homemaking, Ch. 3, pp. 55-56.<br>No. 41, Married Life, Ch. 11, pp. 386-387.<br>No. 49, Relationships: A Study In Human Behavior, Ch. 11, pp. 116-120. |
| a. Values are those things which you consider very important. | Complete the statement "Values are . . ." Compare your answer with those of other students. Discuss implications. | |
| b. Values are products of our experiences and are learned from parents, peers, friends, church and community. | Compile a list of ten personal values. Ask parents to list ten personal values in order of importance to them. Compare your list with your parent's list.<br><br>State values that you would choose for your life. Decide what you do daily which reveals these values. | Kit: No. 5, "Value Clarification." |
| c. A goal is an ambition one wishes to attain. | Recall the definition of a goal. | |
| d. Goals are classified as being long-term or short-term. | Differentiate between short-term and long-term goals.<br><br>Group work: Study a list of items given to you by the teacher and decide which would be short-term and which would be long-term goals. | |

I. The Individual in the Family

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| | Note to teacher: Below is a list of goals you may wish to include for the students to use for their group work:<br><br>--A new car<br>--A colored TV<br>--A college degree<br>--A promotion on the job<br>--A new dress or suit<br>--Completion of apprenticeship<br>--An A in algebra<br>--Other goals | |
| | Read and discuss references to determine how goals and values are related. | Book: No. 39, Management for Better Living, Ch. 1, pp. 5-12. |
| | Group work: Write and dramatize a skit entitled "If I Had Three Wishes."<br><br>Discuss how values and goals influenced the decisions dramatized in these skits. | |
| | Complete a forced answer test on values, goals, and standards. | Appendix: No. I-H, pp. 251-254, "Values, Goals and Standards." |
| | Score the above test. | Appendix: No. I-I, pp. 255-256, "Directions For Scoring Values Test." |
| | Draw conclusions as to what values are important to you. | |

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| | Evaluation: Complete the following statements:<br><br>--If your primary goal is a new car, your values are _____.<br>--If your primary goal is a new house, your values are _____.<br>--If your primary goal is a college degree, your values are _____.<br>--If your primary goal is having many friends, your values are _____.<br>--If your primary goal is a good job, your values are _____.<br><br>or | |
| | Using the list of values you have previously listed as a guide, develop a list of immediate and long-term goals. | Appendix: No. I-J, p. 257, "Charting My Goals." |
| | Select a goal that seems most important to you now and complete a plan for reaching it. | Appendix: No. I-K, p. 258, "Plan for Selecting My Goal." |
| 3. Code of Behavior<br><br>a. One's code of behavior will reflect one's values, goals, and standards. | Consult references to gain an understanding of behavioral patterns. | Books:<br>No. 52, Teen Guide to Homemaking, pp. 62-63 and 90-91.<br>No. 49, Relationships: A Study In Human Behavior, pp. 3, 5, and 194-196. |

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| | Consider why behavior patterns differ in individuals. The reasons may include the following:<br><br>--Family values<br>--Peer groups<br>--Discipline<br>--Maturity level<br>--Other reasons | |
| b. A code of behavior has been developed when one is able to<br><br>(1) rely on his own convictions,<br>(2) choose his own friends,<br>(3) make his own decisions. | Discuss conflicting situations which may arise and require decisions as to which behavior is followed. Include the following:<br><br>--Tobacco<br>--Alcohol<br>--Drugs<br>--Sexual behavior<br><br>Evaluation: Write a short paper to explain how your present values and goals will influence your future behavior. | |

MAJOR CONCEPT: II. The Role of the Family

SUPPORTING CONCEPTS:

A. The Family as a Unit

B. Functions of the Family

C. Life Cycles in the Family

D. Role Identification of Family Members

E. Roles of the Family of the Future

F. Family Members in the Community

UNIT OBJECTIVE: Upon completion of this unit the student will be able to analyze the family as it affects the individual and the community.

STUDENT PERFORMANCE OBJECTIVES: The student will

A. Analyze the effects of the culture and society on the family, its patterns, and its structures.

B. Analyze the different functions which are the responsibilities of the family and its members.

C. Analyze the different cycles which the family undergoes and the problems and changes which occur in each cycle.

D. Determine the role of each family member and how these roles are changing along with the changing society.

E. Identify factors which emphasize that the family is changing and may undergo further changes in the future.

F. Describe the relationship of the family to its community agencies.

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| A. The Family as a Unit | Note to teacher: As an interest approach collect pictures of families from various cultures and arrange a bulletin board entitled "Families Around The World." | |
| 1. Definition of Family | Read references to discover the meaning of the family as a group. | Books:<br>No. 45, Personal Adjustment Marriage and Family Living, Chs. 1 and 19.<br>No. 21, Family Living, Ch. 9, pp. 339-352.<br>No. 33, Learning About Children, Ch. 4.<br>No. 67, Understanding and Guiding Young Children, Ch. 11. |
| a. The family is a basic unit in our society. | Discuss the family and what it means to members of the class. Include the following:<br>--Security<br>--Protection<br>--Affection<br>--Physical care<br>--Other things the family means | |

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| b. The average family will consist of a wife/mother, a husband/father, and children. | Choose some characteristics which most families have in common. Include the following:<br><br>--Ties of blood<br>--Common residence<br>--Ties of marriage<br>--Ties of adoption<br>--Economic cooperation<br>--Common consent<br>--Other characteristics | |
| 2. Effect of Culture on the Family | | |
| a. The culture in which one is reared will have an effect on how one views the family. | Read references to discover cultural variations. | Books:<br>No. 33, Learning About Children, Ch. 20.<br>No. 57, The Developing Child, Ch. 16 and Ch. 3, pp. 71-77. |
| | Note to teacher: Do not use the following strategies if they were used in Concept I. | |
| | View a film or a filmstrip which illustrates various cultures and their practices. | Film: No. 21, "Man and His Culture."<br><br>Filmstrip: No. 23, "My Family and Other Families--Alike and Different." |
| | or | |
| | Share current magazine stories, newspaper articles and/or TV programs which depict the different cultures. | |

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| | or | |
| | Listen to a resource person give a talk concerning the different family patterns and structures in other cultures. | Suggested resource persons: foreign student, persons who have visited foreign countries, naturalized citizens. |
| b. Through cultural traditions the family pattern is passed from one generation to the next generation. | Recall and describe families you know in which traditions differ from those of your own family. | |
| 3. Effect of Society on the Family | | |
| a. Small differences within a culture may be evident in the various societies. | Discuss examples of television programs which identify different family constellations within our own culture. Include the following:<br>--One parent families (either male or female)<br>--Families which include the grandparents<br>--Other examples | |
| | or | |
| b. Middle class families react more severely to family crises than do low-income families, but they recover from such crises more readily. | Consult references and determine some different social conditions which exist in America and the ways different families react to these conditions. Include the following:<br>--Divorced parents | Current magazines: Seventeen, Reader's Digest, Co-Ed. |

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| | --Unwed mothers<br>--Ghetto areas<br>--Middle class<br>--Upper class<br>--Other conditions | |
| | View a filmstrip which describes various families. | Filmstrip: No. 16, "Is There a Typical Family?" |
| | Summarize the ways culture is transmitted.<br><br>or<br><br>Write a summary describing the origin of one's own culture. | |
| 4. Family Structures and Patterns | | |
| a. Family patterns and structures vary according to different cultures. | Research to discover the different family patterns and structures. | Books:<br>No. 52, Teen Guide to Homemaking, Ch. 2, pp. 25-31.<br>No. 49, Relationships, A Study in Human Behavior, pp. 162-164. |
| b. The nuclear family pattern includes only the immediate family members. | Cite examples of the nuclear family pattern and how the roles of the family members are designated and carried out. | |
| c. The extended family pattern will include the immediate family members and other close relatives. | Cite examples of cultures in which the extended family pattern is present. | |
| d. The family structure may be autocratic or democratic. | Role play how similiar situations may be handled in both autocratic and democratic families.<br><br>Discuss differences in handling of family problems in the two family patterns. Decide who makes major decisions in each? | |

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| | Evaluation: Write an analysis of the effects culture and society have had on the patterns and structure of your family. | |
| B. Functions of the Family | Note to teacher: As an interest approach prepare a bulletin board entitled "What Does Your Family Provide?" | Bulletin Board Idea: Appendix: No. II-A, p. 259, "What Does Your Family Provide?" |
| | Explore various references to gain an understanding of the functions of the family. Include the following:<br>--Reproduction<br>--Care of family members<br>--Affection<br>--Physical maturation<br>--Allocation of resources<br>--Maintenance of order<br>--Maintenance of morals<br>--Motivation<br>--Placement of members in a larger society<br>--Other functions | Books:<br>No. 21, Family Living, Ch. 19.<br>No. 45, Personal Adjustment Marriage and Family Living, Ch. 23, pp. 309-322. |
| 1. Reproduction is a recognized function within the family unit. | Debate: "It is the responsibility of married couples to produce offsprings."<br><br>Note to teacher: Help the class summarize the points on which they agree.<br><br>Discuss the following questions: | |

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| | --Why is it more advantageous for children to have two parents living within a family unit?<br>--What adverse affects may a mother, father, and/or child suffer if the child is born outside a family unit? | |
| 2. It is the responsibility of the parents to care for the child. | Note to teacher: Ask a student to read and report to the class on a book which describes the effects of the lack of mothering. | Book: No. 32, Infants In Institutions. |
| | or | |
| | Invite a resource person to discuss what may occur when proper care is not provided for children. | Suggested resource person: Child Welfare Department representative, pediatrician. |
| 3. It is the responsibility of the family to show and to teach affection to its members. | Discuss how affection is displayed in the different families by family members. | |
| 4. It is the responsibility of the family to provide the needs of the children so that they may develop and mature as strong and healthy individuals. | Review physical needs and how they are provided through the family unit. Include the following:<br>--Food<br>--Clothing<br>--Shelter<br>--Medical care<br>--Dental care<br>--Recreation<br>--Other physical needs<br>Note to teacher: Briefly discuss the family expenses. Management of resources will be discussed in detail in concepts III and IV. | |
| 5. The allocation of resources to and for the family members is also a function of the family. Parents, through their spending habits, teach children the management of financial resources. | Determine ways in which your parents have influenced your spending habits. Cite examples. | Book: No. 45, Personal Adjustment, Marriage and Family Living, Ch. 25. |

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| 6. It is the responsibility of the family to maintain order in the family, and in turn foster order in the community and in society. The respect for rules, discipline, and law and order begin in the home. | Debate: "Parents are responsible for the behavior of the child."<br><br>View and discuss a film which describes the importance of discipline in the life of the child. | <br><br>Film: No. 9, "Discipline and Self-Control." |
| 7. It is a function of the family to provide a basis for moral standards. | Listen to a resource person discuss the importance of developing sound moral standards. | Suggested resource persons: child development specialist, family relationship specialist, minister, family counselor. |
| 8. Parents need to motivate their offspring to contribute to the society of which they are members | List opportunities available for contributing to community service. | |
| 9. If offsprings are to become contributing members of a larger society and culture, they require the guidance and support of their parents. | Group work: Determine the following:<br><br>--Are group members ready to assume a functioning role in society?<br>--What has contributed to this readiness or lack of readiness?<br>--What additional preparation do group members need?<br><br>Evaluation: Summarize the functions of the family by completing an open-ended story or a true-false quiz. | |
| C. Life Cycles in the Family | Note to teacher: As an interest approach prepare a bulletin board entitled "Family Life Cycles." Find pictures to indicate the various stages. | Book: No. 20, Family Development, 4th ed., Ch. 5. |

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| | Read references to gain knowledge of the family life cycles.<br><br>Note to teacher: The different textbooks will present from four to eight stages in the family life cycle. | Books:<br>No. 21, Family Living, Ch. 20.<br>No. 20, Family Development, 4th ed., Ch. 5.<br>No. 45, Personal Adjustment Marriage and Family Living, Ch. 27. |
| | Study a handout sheet which depicts the life cycle of a family. | Appendix: No. II-B, p. 260, "Life Cycles Within the Family." |
| | View transparencies which depict the family life cycles. | Transparency: No. 8, "Life Cycles Within the Family." |
| 1. The beginning cycle will consist of the newly married couple (2 years). | Discuss the characteristics of the beginning cycle. Include the following:<br><br>--Apartment living<br>--Purchase of furniture<br>--Becoming adjusted to each other | Book: No. 52, Teen Guide to Homemaking, Ch. 2. |
| 2. The second cycle will begin when the couple begins to have children (2.5 years). | Discuss the characteristics of the second cycle. Include the following:<br><br>--Larger dwelling place<br>--Financial adjustments<br>--Increased responsibilities | |
| 3. The third cycle is a family with preschool children (3.5 years) | Discuss the characteristics of the third cycle. Include the following:<br><br>--Preschool age child<br>--More children in the home<br>--The purchase of a home | |
| 4. The fourth cycle begins when the older child becomes of school age. This stage will end when that child becomes a teenager (7 years). | Discuss the characteristics of the fourth cycle. Include the following:<br><br>--Father settled in occupation<br>--Income stable | |

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| 5. The fifth cycle will begin with the period of adolescence. It will terminate when the offspring leave home (7 years). | Discuss the characteristics of the fifth cycle. Include the following:<br>--Need for space for friends of children<br>--Time of turbulence in the home<br>--Many activities going on | |
| 6. The sixth cycle will be the time when the parents are assisting the young adults in finding vocations and lives of their own (8 years). | Discuss the characteristics of the sixth cycle. Include the following:<br>--Offspring may be attending college or business school.<br>--Offspring may be engaged or planning for marriage. | |
| 7. The seventh cycle begins when the two parents are again left alone. This is referred to as the time of the empty nest (approximately 15 years). | Discuss the characteristics of the seventh cycle. Include the following:<br>--Financial stress is diminishing.<br>--Home is paid for.<br>--Wife may return to outside employment.<br>--Husband and wife again are alone. | |
| 8. The eighth cycle is the period from retirement to death of the couple (10-15 years). | Discuss the characteristics of the eighth cycle Include the following:<br>--The couple may return to apartment living.<br>--One of the partners may be left alone.<br><br>Listen to a panel of married couples in different family life cycles point out changes each couple experienced in the various cycles. Ask them to bring out how problems were solved and how situations may have been handled differently. | |

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| | Divide into buzz groups and summarize the characteristics of the family during each life cycle. Include the following:<br><br>--Problems<br>--Major expenses<br>--Housing needs<br>--Financial adjustments<br>--Responsibilities<br>--Developmental tasks<br>--Other characteristics<br><br>Explore the possibility of the family being in more than one cycle at a given time. Determine in which stage or stages your own family is involved at this time.<br><br>Evaluation: Cite examples of various ways in which knowledge of the family life cycles can help families prepare for situations before they occur. | |
| D. Role Identification of Family Members | Note to teacher: The dual role curriculum guide may be an additional source of information on role identification. | Teaching Guide: No. 6, "Preparation for the Dual Role." |
| 1. A role is a function or a part that one accepts and carries out in life. | Explore references to define role and to discover the accepted role of each family member. | Books:<br>No. 21, Family Living, Ch. 5.<br>No. 49, Relationships, A Study in Human Behavior, Ch. 22.<br>No. 53, Teen Horizons, Ch. 3. |
| a. Each family member has a role which is to be carried out by that member. | Dramatize your ideas as to the role of each family member. Include the following:<br><br>--Father<br>--Mother<br>--Teenager<br>--Grandparent<br>--Adolescent<br>--Preschool child<br>--School age child | Book: No. 41, Married Life, pp. 33-39. |

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| b. Deviations from expected roles are often considered unacceptable. | Discuss role deviations which have not traditionally been acceptable in society. | |
| 2. The role of the husband/father has been that of disciplinarian, provider, and authoritarian. | Consult references to determine how the masculine and feminine roles are changing.<br><br>Draw from personal family situations in which the father has assumed a task which was traditionally feminine and state your acceptance or disapproval of these situations. | |
| 3. The role of the wife/mother has been that of companion and manager of the home and children. | Debate: "A woman's place is in the home."<br><br>Summarize points brought out in the above debate.<br><br>Discuss conflicts which may arise in the home when the woman accepts more than the traditional role. Suggest solutions for each. This may include the following:<br><br>--Handling of extra income<br>--Child care<br>--Division of house work<br>--Less time with the family<br>--Other conflicts | Book No. 49, Relationships: A Study In Human Behavior, pp. 247-253. |
| 4. The role of the children in the family has been that of submissive helper. | | |

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| a. The child in the family of the past was an asset as a worker and helper.<br><br>b. The child in today's family has little chance to help in providing for the family and is therefore, primarily dependent. | In small groups discuss why children of past generations were considered assets. Share findings with class.<br><br>Brainstorm ways which children of all ages may assume responsibilities in the home.<br><br>In small groups create cartoons, posters, or stories to illustrate the following:<br><br>--The role of children two decades ago<br>--The role of children in today's family | |
| 5. Roles of all family members are currently changing in today's society. | Explore and discuss references concerning the roles which are changing. | Books:<br>No. 49, Relationships, A Study in Human Behavior, pp. 242-244<br>No. 41, Married Life, Ch. 2, pp. 33-40. |
| a. As authority patterns and family structures change, the concept of male and female roles change.<br><br>b. The masculine role is undergoing changes as the society changes. | View a filmstrip which describes masculine and feminine roles.<br><br>List what you consider masculine tasks. Decide which of the tasks may be done by other family members. Include the following:<br><br>--Lawn care<br>--Auto care<br>--Employment<br>--Discipline<br>--Other tasks | Filmstrip: No. 20, "Masculine-Feminine." |
| c. The traditional feminine role is changing to meet the changing needs in the family and in society. | List what you consider to be the feminine tasks. Decide which of the tasks may be done by other family members. Include the following: | |

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| | --House care<br>--Child care<br>--Laundry<br>--Grocery shopping<br>--Other tasks | |
| | Study a handout concerning women's dual roles. Analyze the effect the following situations may have on a marriage relationship:<br><br>--Husband is student; female is bread-winner.<br>--Wife is needed at home; male does grocery shopping, laundry, etc.<br>--Other situations | Appendix: No. II-C, "Dual Role Fact Sheet," pp. 261-262. |
| 6. Roles may vary and responsibilities may be allocated differently if there are older persons such as grandparents in the home. The mental health of a senior citizen is often dependent upon how much he is needed and loved. | Share changes in the family pattern which occur when older persons come to visit or to live with the family.<br><br>Discuss the needs and problems of older people and how they may be made to feel a part of the family.<br><br>Evaluation: Complete an objective quiz on the roles of the family members. | Books:<br>No. 49, Relationships, A Study In Human Behavior, pp. 165-170.<br>No. 65, Today's Home Living, pp. 58-60. |
| E. Roles of the Family of the Future | | |
| 1. The role and the responsibilities of the family and its members are changing as society changes. | Read and discuss references which explain the changing family and the crises which the family may face in the future. | Book: No. 20, Family Development, Ch. 3.<br><br>Current Magazines: Seventeen, Reader's Digest, McCall's, Journal of Home Economics. |

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| 2. The family of the future may not have the same responsibilities and functions as the family of today. | Discuss family functions in the 19th century. These may include:<br><br>--Growing and preserving food<br>--Making clothing<br>--Family education<br>--Moral standards<br>--Other functions<br><br>Group work: Discover how the above functions have been assumed by the community and by government agencies.<br><br>Evaluation: Identify factors which indicate that the family is changing and may undergo further changes in the future.<br><br>or<br><br>Debate "The roles of men and women will be the same in years to come." | |
| F. Family Members in the Community | | |
| 1. As one becomes an active member of a community, friendships are developed. | Recall any recent moves by your family or any new families who have come to your community.<br><br>Analyze the acceptance of the newcomers by the community.<br><br>Read and discuss references which describe the community and the benefits it offers. | Books:<br>No. 64, Thresholds to Adult Living, Ch. 14.<br>No. 33, Learning About Children, Ch. 5, p. 54<br>No. 53, Teen Horizons, pp. 63-64. |

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| 2. Membership within a community provides one with certain community services. | List the community service one would consider necessary when planning to move into a new community. Include some or all of the following:<br>--Schools<br>--Parks<br>--Churches<br>--Shopping facilities<br>--Libraries<br>--A fire department<br>--Planned parenthood organizations<br>--Scouting agencies<br>--Welfare agencies<br>--Child care centers<br>--Group organizations such as the P.T.A.<br>--Other services | |
| | Interview a panel of community officials to determine the purpose of a variety of community organizations.<br>or<br>Listen to a resource person describe and evaluate community services and community responsibilities. | Suggested resource persons: fireman, policeman, librarian, day care official, planned parenthood representative.<br>Suggested resource persons: community leader, law enforcement officer, health official. |
| 3. As a member of a community one has a responsibility to oneself and to others in the community. | Identify annoying infringements on the rights of others. Include the following:<br>--Littering<br>--Trespassing<br>--Pets<br>--Noise<br>Evaluation: Describe the benefits offered in your community by various agencies. | |

MAJOR CONCEPT: III. The Family As Managers

SUPPORTING CONCEPTS: A. Management

B. Decision Making

C. Management of Time and Energy

D. Use of Leisure Time

UNIT OBJECTIVE: Upon completion of this unit the student will be able to analyze the elements of management and how these elements aid the family in utilizing its resources.

STUDENT PERFORMANCE OBJECTIVES: The student will

A. Identify the management process and the elements which are involved in management.

B. Determine the factors involved in making and implementing decisions through the use of the decision-making process.

C. Follow an individual time schedule for one week.

D. Develop standards for the use of leisure time.

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| A. Management | | |
| | Bulletin Board: "Let's Grow Good Management Practices." | Appendix III-A, "Let's Grow Good Management Practices," p. 263. |
| 1. Elements of Management | Brainstorm for individual concepts of management. | |
| a. Management is the process whereby one uses the resources which are available to achieve the goals and objectives which are to be accomplished. | Consult references to discover the meaning of management and the definition of the following elements of management: | Books:<br>No. 40, Management For You, Ch. 1.<br>No. 29, Home Management Is . . ., Chs. 5 and 6.<br>No. 41, Married Life, pp. 492-498. |
| b. A resource is something you have, or have access to, which will satisfy a need or want. | --Resources | |
| c. A value is an ideal or principle which is important to a person. | --Values | |
| d. Goals are specific aims, objectives, or wishes to be accomplished. | --Goals | |
| e. A standard is an accepted model. | --Standards | |

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| f. All elements of management are interrelated. | Discuss how the elements of management are interrelated and how they influence the choices made by individuals. | |
| g. Management, whether effective or ineffective, goes on at all times; however, the ability to manage well can be acquired through observation, practice, and analysis. | Debate: "Good managers are born, not made."<br><br>Evaluation: Write a paragraph describing how resources, values, goals and standards will influence one's management tactics.<br><br>or<br><br>Determine personal ability to become an effective manager. | |
| 2. Management Process | Read references to discover and define the following: | Books:<br>No. 39, Management for Better Living, pp. 14-20.<br>No. 29, Home Management Is . . ., Ch. 9. |
| a. The steps in the management process are planning, controlling, and evaluation. | --The steps in the management process | |

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| b. Planning includes the following elements:<br><br>(1) Determine goals.<br>(2) Set standards.<br>(3) Choose tentative sequence of action.<br>(4) Assign resources.<br>(5) Finalize sequence of action. | --The elements included in planning | |
| c. Controlling includes the following elements:<br><br>(1) Check to determine if the plan is working.<br>(2) Make necessary adjustments. | --How control is used in the management process | |
| d. Evaluating allows one to judge the value of the plan and will aid in future plans of action. | --How evaluation is used in the management process | |
| e. For management to be successful both the plans and the control need to remain flexible. | Discuss the statement, "Control may make or break the plan." | |

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| f. Needs generally refer to those items we must have in order to survive. Wants generally refer to those things beyond the basic necessities of life. | Determine the following:<br>--The difference between needs and wants<br>--How needs and wants influence planning<br>--Which needs and wants have priority<br>--How needs and wants may vary with each individual<br>--How one's values, goals and standards will influence one's needs and wants<br>--How wants are influenced by others<br><br>View the filmstrip which describes how wants are often created.<br><br>Recall how friends, relatives or acquaintances have influenced one to want something.<br><br>Evaluation: React to a word association game in which the steps in the management process and the elements involved in management are used. | Filmstrip: No. 17, "Johnny Has One." |
| 3. Resources for Management | | |
| a. Resources are those tools which one has at his disposal to use to obtain his goal or to satisfy a want or need. Resources may be classified as either human or nonhuman. | Recall the meaning of resources and determine the types of resources available.<br><br>Brainstorm to discover ideas of human and nonhuman resources. | Books:<br>No. 40, Management For You, Ch. 3.<br>No. 29, Home Management Is . . ., Ch. 6. |

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| b. Human resources are those which are present in the individual. These include time, energy, skills, knowledge, mental abilities and other abilities. Nonhuman resources are resources such as material possessions, money, and community resources. | Make a list of resources and decide which ones are classified as human and which ones as nonhuman resources. | |
| c. Community resources are of no benefit to the individual unless they are used by him. These resources include libraries, schools, churches, streets, parks, fire and police departments, stores, goods and services. | Brainstorm to discover the various resources available in the local community.<br><br>List the resources named.<br><br>Form buzz groups in which the participants list the benefits offered by each community resource listed. | |
| d. Community resources are paid for primarily through taxes collected by the local government. | Discuss the following questions:<br><br>-- Are community resources free?<br>-- Is your money wasted if you do not use the community resources?<br><br>Evaluation: Make two lists, one of family resources and one of school resources. Analyze ways which you contribute to these resources. If you do not contribute to them, determine how you might make a contribution. | |

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| B. Decision-Making | | |
| | Note to teacher: As an interest approach, prepare several bags containing articles. Ask students to choose an article quickly. Ask: "Why did you choose that?" Define this as a snap judgment or irrational decision. | |
| 1. Although they may be stated in varying terms, rational decision making occurs in a series of logical steps. The following is an example of how these steps may be stated.<br><br>a. Recognize the need for making a decision.<br>b. Seek all possible alternatives.<br>c. Gain information and knowledge concerning all alternatives.<br>d. Choose the best alternative.<br>e. Accept the responsibility for the decision. | Research references to identify the steps involved in decision-making. | Books:<br>No. 39, Management for Better Living, Ch. 1.<br>No. 29, Home Management Is . . ., pp. 165-173. |
| 2. Making decisions concerning the use of resources is the essence of management and is necessary when more than one alternative is available. | View and discuss transparencies on decision-making. | Transparency: No. 4, "Decision-Making." |

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| 3. Irrational decisions involve very little management. | Brainstorm to gain student's ideas of activities which occur without utilizing the decision making process. Include the following:<br><br>--Grooming<br>--Eating<br>--Sleeping<br>--Attending school<br>--Other appropriate activities | |
| 4. The ability to make rational decisions can be acquired. | Group work: Choose a problem which teenagers may have and reach a solution by using the steps in decision-making. | |
| 5. Routine is the performance of acts in an established procedure while habit is a behavior pattern which, once acquired through repetition, becomes involuntary. | Determine the difference between routine and habit. | |
| 6. Habit and routine may either facilitate or hinder the decision-making process. | List through class discussion the advantages and disadvantages of routine and habit.<br><br>List habits which are observed in students. Determine which are beneficial or detrimental.<br><br>Evaluation: Observe and record two instances in which rational decisions were made, and two instances in which irrational decisions were made. Discriminate between the two types and their outcomes. | |

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| C. Managing Time and Energy | | |
| 1. Time is the one resource which is equal for everyone. | Read references to discover the importance of using time wisely. | Books:<br>No. 39, Management for Better Living, Unit II, Ch. 1.<br>No. 29, Home Management Is . . ., Ch. 13. |
| 2. The wise use of time determines whether one will be able to complete necessary tasks as well as have time for leisure. | View transparencies concerning the limitation and management of time. | Transparencies:<br>No. 10, "Planning Your Time."<br>No. 13, "Time - Ability." |
| 3. Poor managers of time find themselves<br>a. Unable to complete assigned tasks.<br>b. With limited time for recreation.<br>c. Frustrated because they do not have the satisfaction of doing things well. | Keep a record of all daily activities for one school day plus Saturday and Sunday. Indicate how much time was spent on each activity. | Appendix III-B, "Time Record," p. 264. |
| 4. The amount of energy available will vary with each individual and its wise use will prevent excessive fatigue. | View transparencies concerning energy management.<br><br>Read references concerning the interrelationship of time and energy and peak energy periods. | Transparency: No. 5, "Energy Management."<br><br>Books:<br>No. 39, Management for Better Living, Unit II, Ch. 2.<br>No. 29, Home Management Is . . ., Ch. 10. |

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| | Discuss how one determines his peak energy period. | |
| 5. Fatigue is a feeling of tiredness and may be classified as psychological or physiological. | Note to teacher: Write situations of fatigue on separate pieces of paper. Have students draw and decide the type of fatigue which is described. | |
| 6. Planned work loads and planned rest periods will prevent one from becoming excessively fatigued. | Define work load.<br><br>Discuss work loads of wives who work outside the home. Compare with those who are not employed outside the home.<br><br>Discuss how both types of fatigue may be prevented. | |
| 7. Planning to save time requires one to<br><br>a. Look ahead.<br><br>b. Allot a given amount of time to each activity.<br><br>c. Limit unnecessary or unproductive activities.<br><br>d. Simplify tasks.<br><br>e. Establish routine.<br><br>f. Be flexible enough to make adjustments to include the unexpected. | Evaluation: Plan and carry out a time schedule by completing the following steps:<br><br>--List the activities which must be completed during the next week.<br>--Number these activities in their order of importance.<br>--Place the activities on time cards.<br>--Use the first time card on Monday and carry over any incompleted task to Tuesday.<br>--Use the second time card on Tuesday and carry over any incompleted tasks to Wednesday.<br>--Continue using time cards during the week, adjusting and rescheduling each day in an effort to complete all the activities. | Appendix III-C "Time Cards," p. 265. |

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| g. Continue adapting the daily plan until it works for the individual. | --At the end of the week <u>evaluate</u> plans by answering the following questions:<br>--Were the plans realistic?<br>--Were you able to follow your plan?<br>--What changes would you make if you were doing this again? | |
| D. Use of Leisure Time | | |
| 1. Leisure time is that time in which one is free to choose what he wishes to do. | <u>Read</u> references to discover the meaning of leisure time. | Books:<br>No. 13, <u>Consumer Economics</u>, pp. 480-494.<br>No. 40, <u>Management for You</u>, pp. 67-69.<br>No. 52, <u>Teen Guide to Homemaking</u>, pp. 202-203. |
| 2. The freedom to choose what one will do with unassigned time is a privilege not to be abused. | <u>Listen</u> to resource persons talk about leisure time activities available in the community. | Suggested resource persons: representatives of various clubs, civic leaders, four-letter athletes, coaches, P.E. teachers, representatives of ministerial associations, local recreational officials, hobby enthusiasts. |
| | <u>Identify</u> different kinds of leisure activities mentioned by resource persons and <u>place</u> them into the following categories:<br>--Physical<br>--Intellectual<br>--Solitary<br>--Social<br>--Creative<br>--Spectator | |

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| 3. Leisure time may be used entirely for pleasure or may be used by one to earn extra income. | Calculate the money costs of each of the above activities. | |
| 4. Most activities for leisure time need to be planned; otherwise there will be little, if anything, accomplished during this "free" time. However, some leisure time needs to be free or unplanned. | Critically review the leisure activities participated in when the time schedule was kept to decide how profitably the time was used. | |
| 5. The choice of leisure pursuits may depend on age, sex, and personality. | Cite examples of how the choice of leisure activities may be dependent upon age, sex, or personality. | |
| 6. Leisure time needs to be planned so that it is balanced between individual and group activities. | Evaluation: Plan a schedule for a week of leisure activities. Emphasize time allotted and energy required. Analyze the schedule to determine if it provides the following:<br>--Different kinds of recreation<br>--Help for others<br>--Use of community resources<br>--Further development of the individual<br>or<br>Organize a hobby fair or create a display of hobbies.<br>or<br>Choose one new leisure time activity and participate in this activity long enough to see a definite increase in satisfaction. Report results to the class. | |

MAJOR CONCEPT OF UNIT: IV. The Family As Consumers

SUPPORTING CONCEPT:

A. The Consumer
B. Income
C. Money Management
D. Family Financial Records
E. Banks and Banking Services
F. Savings
G. Consumer Credit
H. Family Security
I. Consumer Buying
J. Consumer Citizenship

UNIT OBJECTIVE: Upon completion of the activities in this unit the student will be able to analyze efficient consumer techniques.

STUDENT PERFORMANCE OBJECTIVES: The student will

A. Identify the roles of the consumer.

B. Identify some sources and types of income, some methods of increasing the income, and anticipated income changes during the different life cycles.

C. Analyze the division of family incomes and factors which will influence the spending of the family income.

D. Determine the kinds of financial records which may be kept by the family and the importance of these records.

E. Describe the different services offered by banks.

F. Select savings plans for a variety of families.

G. Enumerate the advantages, disadvantages, responsibilities, costs, and dangers involved in obtaining and using credit.

H. Identify a variety of programs which are available to provide family security.

I. Formulate guidelines to be followed by the consumer when considering a purchase.

J. Generalize on consumer protection, the rights and responsibilities involved in being a consumer, and sources of consumer information.

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| A. The Consumer | | |
| 1. Who Is the Consumer? | Interest Approach: Prepare a bulletin board, "Is The Consumer King?" | Teaching Guide No. 2, "Consumer Education," p. 12. |
| a. Every person is a consumer in the sense that everyone uses or consumes economic goods and services. | Consult references which explain the roles of the consumer. | Books:<br>No. 39, Management for Better Living, pp. 411-416.<br>No. 52, Teen Guide to Homemaking, Ch. 12.<br>No. 13, Consumer Economics, Ch. 2. |
| b. The consumer has multiple roles. | View transparencies which identify the roles of the consumer.<br><br>Dramatize some roles of the consumer. | Transparencies:<br>No. 14, "You Are a Consumer."<br>No. 3, "Consumers: Who? Why? How?" |
| 2. Importance of the Consumer in the Marketplace | | |
| a. The model economy functions for the sole purpose of satisfying the consumer. | Discuss how we as purchasers influence the economy. | |

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| b. A wise consumer is aware of his roles as a consumer and their importance in our economy. | Brainstorm to determine procedures recently used in the marketplace which affected goods and services.<br><br>Compile a glossary of consumer terms and their definitions as progress is made throughout the unit.<br><br>Evaluation: Write a paper describing the roles of the consumer and the influence a consumer may have on the marketplace and on the economy. | Books:<br>No. 52, Teen Guide to Homemaking. pp. 219-234.<br>No. 39, Management for Better Living. pp. 411-416. |
| B. Income | | |
| 1. Sources | | |
| a. To many people the term income is synonymous with salary | Discuss how income and salary differ. | Books:<br>No. 29, Home Management Is . . . pp. 307-310.<br>No. 40, Management for You. Ch. 13.<br>No. 39, Management for Better Living. pp. 344-348. |
| b. There are sources of income other than the salaries of the family members. | List items which may compose the family income. Include the following:<br><br>--Money<br>--Goods<br>--Services<br>--Satisfaction<br>--Other sources | |

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| 2. Types of Family Income | | |
| | Define and discuss the following terms: | |
| a. Money income includes wages, salaries, bonuses, interest, profits, and gifts. | --Money income | |
| b. Nonmonetary income includes goods and services produced by the family, services received from property or equipment, and public services. | --Nonmonetary income | |
| c. Real income refers to the total of financial benefits received in a given time. These benefits include money received, the purchasing power of the money, amount of income to be paid in taxes, and fringe benefits. | --Real income | |
| d. Psychic income refers to the amount of satisfaction a family gets from the use of its income. | --Psychic income | |
| e. The total wages earned is known as gross income. | --Gross income | |
| f. The amount of money one receives after deductions are made is referred to as net income. | --Net income | |

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| 3. Ways of Increasing the Income | | |
| a. Skills of individual family members may contribute to the income of the family. | Brainstorm to find what class members feel that they might do to add to the family income. | |
| b. Any ability or activity which eliminates the expenditure of money adds to the family income. | List activities of family members which may be used in homes to add to the family income. Include the following:<br>--Refinishing furniture<br>--Knitting<br>--Sewing<br>--Gardening<br>--Household repair<br>--Other activities | |
| 4. Variations During the Family Life Cycles | | |
| a. Family income will vary during the different life cycles. | Note to teacher: Review with the students the life cycles taught in Concept II. | |
| b. An awareness of the expected income and expenses of each period of the family life cycle will aid a family in future planning. | Discuss the following topics:<br>--Periods in the family life cycle when income is likely to be the smallest<br>--Periods in the family life cycle when income is likely to be the greatest<br><br>Evaluation: Complete an objective type quiz on family income. | Appendix No. II-B, "Life Cycles Within The Family, p. 260. |

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| C. Money Management | | |
| 1. Division of Family Income | | |
| | Interest Approach: Complete a questionnaire which will help you discover your attitude toward money management. | Appendix No. IV-A, "Money Management Questionnaire," p. 266. |
| a. A budget is the division of one's income and the planning for expenditures. | Define and discuss budget. | |
| b. A well kept budget may promote wise spending. | Consult references and/or view a filmstrip to gain knowledge concerning money management and budgeting. | Books:<br>No. 40, Management For You. Ch. 13.<br>No. 39, Management For Better Living. pp. 386-421.<br>No. 29, Home Management Is . . . pp. 78-84.<br>No. 52, Teen Guide to Homemaking. pp. 209-213.<br>Booklet No. 33, "Personal Budgeting."<br>Filmstrip No. 3, "A New Look at Budgeting." |
| | Listen to a tape which explains how to decide on expenditures and how to make a budget. | Tape No. 7, "Plan a Budget and Save Money." |
| | View transparencies which describe how to plan a budget. | Transparency No. 1, "Basic Budgeting." |

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| c. Most families experience peak periods when expenses are greater. | Determine peak periods of family expenditures. Include the following:<br>--When seasonal clothes are bought<br>--Vacation time<br>--Christmas<br>--Other peak periods |
| d. In order to plan spending it is necessary to calculate incomes and expenses for definite periods. | List the pros and cons of budgeting. Include the following:<br>Pros: --Aids one to live within one's income; --Makes one aware of past and future needs; --Necessitates record keeping; --Other advantages<br>Cons: --May become too inflexible; --Records become burdensome; --May cause misunderstandings in the family; --Other disadvantages |
| e. A record of past income and expenditures will aid in the wise budgeting of funds. | Debate: "It is wise to keep a record of income and expenses before beginning to plan a budget." |
| f. Fixes expenses are those which remain the same every month or at set periods. | Define and discuss fixed expenses. |
| g. Flexible expenses are those which vary from one month to another. | Define and discuss flexible expenses. |

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| h. All known expenses are to be included in the planned expenditures and will include both fixed and flexible expenses. | Brainstorm for expenses which may be considered either fixed or flexible. Include the following:<br><br>Fixed: --Taxes; --Savings; --Housing; --Utilities; --Insurance; --Payments; --Other fixed expenses<br><br>Flexible: --Clothing; --Medical care; --Transportation; --Education; --Recreation; --Furnishings; --Contributions; --Other flexible expenses | |
| i. A percentage of the total income needs to be set aside for unexpected expenses. | List expenses which may be termed unexpected expenses. | |
| j. Managing money is a learned process in which experiences with money will further develop one's ability to manage wisely. | Survey the class and/or school to determine the following:<br><br>--The number of students who are given a regular allowance<br>--The number of students who earn all or part of the money they spend<br>--How the students spend their money | Appendix No. IV-B, "Student Money Management Survey." pp. 267-268. |
| k. Money management is unique for each individual or for each family because each will have different values, goals, resources, and standards of living. | Summarize the steps to use in preparing a budget. Include the following:<br><br>--List the amount of family income.<br>--Identify goals.<br>--Determine needs and wants to reach goals.<br>(cont.) | |

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| | --Allocate money for fixed expenses.<br>--Allocate money for flexible expenses.<br>--Adjust plan to fit income.<br>--Try the plan for a period of time.<br>--Evaluate the plan according to satisfaction obtained. | |
| 1. Financial decisions require specific knowledge and information in choosing a course of action. | Group work: Prepare budgets for four different income levels. Report to class the results. | |
| | Evaluation: Devise a spending plan for a given income and family situation. Use the steps in money management as listed above. | |
| | or | |
| | Play "The Corner Store." | Appendix No. IV-C, "The Corner Store." p. 269. |
| 2. Factors Which Influence the Division of Family Income | | |
| a. Values and Goals | | |
| | Note to teacher: Refer to Concept I. | |
| (1) The values and goals of the family or the individual will influence spending. | Review values, goals, resources, and standards of living. | Books:<br>No. 29, Home Management Is . . . Ch. 7.<br>No. 40, Management For You. Ch. 12.<br>No. 39, Management For Better Living. Unit IV, Ch. 1. |
| | View pictures which show people surrounded by possessions. Determine what their values must be. | |

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| (2) Values serve as guides for the development of goals, and goals are classified as either long-term or short-term goals. | List some short-term and long-term goals.<br><br>Identify ways the short term goals may lead to the long term goals. | |
| b. Needs and Wants | | |
| (1) Needs and wants will influence how money is spent. In developing a spending plan, needs are to be considered before wants. | Study references to clarify the difference between needs and wants. | Books:<br>No. 29, Home Management Is... Ch. 5.<br>No. 39, Management For Better Living, pp. 341-344.<br>No. 40, Management For You, Ch. 14.<br>No. 52, Teen Guide to Homemaking. pp. 55-56, 191, 211. |
| | Discuss why needs and wants will vary with each individual and with each family. | |
| (2) Needs of the family will include the following:<br><br>--Food<br>--Shelter<br>--Clothing<br>--Education<br>--Health | List your own needs and wants under separate columns headed "Needs" and "Wants". | |
| (3) The family "wants" are influenced and often created by others. | Popcorn Session: Relate how others have created wants within your family. | |

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| | View a filmstrip which explains how wants are often created. | Filmstrip No. 17, "Johnny Has One." |
| (4) Priorities must be established by the family to determine how the family income is spent. | Define priority. Decide how establishing priorities relate to meeting family needs and wants. | |
| c. Standard and Level of Living | | |
| (1) The way income is allocated in a family's budget will vary according to their<br><br>--Standard of living,<br>--level of living,<br>--Cost of living. | Consult references to determine the meaning of standard of living, level of living, and cost of living. | Books:<br>No. 40, Management For You. pp. 371-377.<br>No. 39, Management For Better Living. pp. 366-372.<br>No. 64, Thresholds to Adult Living. pp. 353-356. |
| (2) The standard of living is an accepted model which one expects to meet or is expected to meet. | Discuss factors which may influence one's standard of living. | |
| (3) The level of living is the way in which one actually lives. | Identify the primary factors which determine one's level of living. | |
| d. Family Communication | | |
| (1) In order for a budget to be successful, it must provide satisfaction for the family. | Determine how a family council might facilitate the satisfactory spending of funds. | Book No. 21, Family Living pp. 141 and 342. |
| (2) Each family member is to be a part of planning the budget. | Role play family financial situations which often cause conflict among members. | |

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| (3) The ways in which plans are communicated may affect their implementation. | Recall family financial conflicts which were caused by a lack of communication. | |
| (4) The implementation of financial plans may involve reappraisal and adjustment to meet changing conditions. | Discuss changing family situations which may require reappraisal and adjustments of the family budget. Include the following:<br>--New baby in the family<br>--College-bound family member<br>--Illness in the family<br>--Other situations | |
| e. Self-discipline | | |
| (1) Self-discipline comes with maturity and indicates that one is able to decide the correct procedure for reaching a goal and is then able to direct his actions toward this chosen objective. | Discuss self-discipline and how it will affect the success of a budget. | |
| (2) The role of self-discipline is important in controlling the budget after it is planned. | Brainstorm what happens to a family budget if the family members do not use self-discipline.<br>Evaluation: List and explain the following:<br>--Factors which influence the division of one's income.<br>--The money management process of spending one's income. | |

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| D. Family Financial Records | | |
| 1. Financial records provide a picture of past expenditures. | Interview parents to determine the value of keeping systematic financial records.<br><br>Report to the class the results of the interview. | |
| 2. The most common types of financial records are account books, cancelled checks and receipts.<br><br>3. Records of expenditures are an aid in planning how the family income will be used in the future.<br><br>4. Family records are important and need to be kept in a safe place.<br><br>5. Safe places for family records include a bank deposit box and a fireproof box at home.<br><br>6. Accurate records and receipts aid in preparing tax returns and offer proof of tax exemptions. | Consult references to gain knowledge of the following:<br><br>--The kinds of records of expenditures which families need to keep<br><br>--How records of expenditures will aid in planning family spending<br><br>--Why it is important to keep family records in a safe place<br><br>--Some safe places to store family records<br><br>--How accurate financial records will aid in preparing tax returns<br><br>Evaluation: Write a summary statement concerning the essentials of keeping proper financial records. | Books:<br>No. 29, Home Management Is . . . pp. 75-78 and 84-85.<br>No. 40, Management For You. pp. 409-413.<br>No. 39, Management For Better Living. pp. 350-355.<br>No. 52, Teen Guide to Homemaking. pp. 213 and 221-222. |

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| E. Banks and Banking Services | | |
| | Note to teacher: You may wish to use a teaching kit on banking service which is supplied by many local banks. The kit contains the following items:<br>--A leaflet, "Guidelines for Presenting How Your Bank Serves You"<br>--A booklet, "Instructor's Guide"<br>--A student booklet, "How Your Bank Serves You"<br>--"Student Practice Checkbook"<br>--35 mm filmstrip<br>--Recorded narration<br>--Twelve transparencies | Kit No. 2, "How Your Bank Serves You." |
| | Research to discover vocabulary information and to increase your knowledge of the following: | Books:<br>No. 29, Home Management Is... pp. 301-306.<br>No. 39, Management For Better Living, pp. 408-409.<br>No. 41, Married Life, p. 452. |
| 1. In order to have a checking or a savings account one must place money in the bank by making a deposit. | --Bank deposit | |
| 2. Checking accounts are those accounts which one has available for writing drafts or orders to pay. | --Checking account | Booklets:<br>No. 2, "A Place to Keep Your Money: A Unit on Banking".<br>No. 24, "How Our Bank Helps Our City."<br>No. 47, "Using Bank Services."<br>No. 18, "Facts You Should Know About Savings." |
| 3. Savings accounts are those accounts in which the customers are paid interest by the bank for leaving money in the account for the bank to use. | --Savings account | |

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| 4. A safe-deposit box is a drawer-like container within the bank vault which provides safe storage for valuable items. | --Safe-deposit box |
| 5. An outstanding check is a check which has been written by the depositor but has not yet been sent through the bank account. | --Outstanding check |
| 6. A post-dated check is one which is dated for a future date. It cannot be cashed until that date and is considered illegal. | --Post-dated check |
| 7. An endorsement is the signature, on the back of a check, of the person to whom the check was written. Such an endorsement must be made before the check may be cashed. | --Endorsement |
| 8. The FDIC is an agency which provides insurance for the depositors. All banks who are members display a sign which tells the depositors of this service. | --FDIC |
| 9. A certified check is one which guarantees that the amount stated is in the depositor's account and will be paid. | --Certified check |
| 10. A cashier's check may be purchased from a bank much like a money order. | --Cashier's check |

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| 11. Banks offer other services such as financial advice, loans, mortgages, etc. Bank services may be free of charge or may cost a small fee. | Field trip: Visit a bank to discover what services it offers to its customers.<br><br>or<br><br>Listen to a resource person explain the services of the bank.<br><br>Evaluation: Complete the following tasks:<br><br>--Write sample checks.<br>--Keep a pass-book record.<br>--Balance a check register.<br>--Reconcile a bank statement with a check register.<br>--Describe the various services offered by banks. | Suggested resource person: bank official |
| F. Savings | | |
| 1. Savings are an important part of planned spending or budgeting. | Discuss reasons families may or may not plan to save money. | |
| 2. It is wise to set aside a planned percentage (at least 10%) of the income each pay period for savings. | Consult references to gain information concerning different types of savings accounts. | Books:<br>No. 64, Thresholds to Adult Living. pp. 398-400.<br>No. 13, Consumer Economics. Unit II, Ch. 5.<br>No. 52, Teen Guide to Homemaking. pp. 211-213.<br>No. 41, Married Life. p. 452. |

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| 3. Savings plans vary in regulations and in interest earned and may be held in banks, savings and loan associations, credit unions, etc. | Listen to symposium members explain a variety of savings plans.<br><br>Discuss the role of self-discipline in savings.<br><br>Note to teacher: Prepare case histories for the following evaluation.<br><br>Evaluation: Select and evaluate savings plans for a variety of families. | Suggested resource persons: bank official, credit union official, savings and loan association official. |
| G. Consumer Credit | Interest Approach: Compose a bulletin board which depicts advertisements of a variety of credit sources. | |
| 1. Definition of Credit | | |
| a. Consumer credit is the present use of future income. | Consult references to discover the definition of credit and terms often associated with credit. | Books:<br>No. 29, Home Management Is . . . pp. 68-75.<br>No. 40, Management For You. pp. 382-384.<br>No. 41, Married Life. pp. 439-449.<br>No. 13, Consumer Economics. Unit III.<br>No. 64, Thresholds to Adult Living. pp. 361-364.<br>No. 52, Teen Guide to Homemaking. pp. 221 and 231-234.<br>Booklet No. 6, "Buying On Time." |
| b. The concepts of credit have greatly changed in the past half-century. | Discuss the trends in credit in the past, present, and future. | |

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| c. The purpose of credit is to obtain something of value in exchange for a promise to pay at a later time. | Determine the advantages and disadvantages of having easy access to credit. Include the following:<br><br>Advantages<br>--Items may be bought when needed.<br>--One may purchase items for which he is unable to save.<br>--Purchases may be used while the item is being paid for.<br>--Credit may help one save money. Examples: Use credit to buy a washer rather than use coin-operated machine.<br>--One receives better service when repairs are needed if money is owed on merchandise.<br>--Using credit enables one to establish a credit rating which may facilitate emergency credit.<br><br>Disadvantages<br>--Costs is greater than when paying cash.<br>--Interest rate range from 8% to 42%.<br>--One may be tempted to buy things that aren't needed.<br>--One may be inclined to obligate himself for more payments than he is able to meet.<br>--If the buyer is unable to complete the payments, the merchandise must be returned and the buyer loses all he has paid toward its payment.<br>--When using credit, one is not as likely to shop around for the best buys. | |

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| | --Agreements and contracts are difficult to understand. One may become a victim of a con artist and agree to something not fully understood. | |
| 2. Role of the Consumer In Credit | | |
| a. It is the role of the consumer to be aware of his rights and his responsibilities concerning credit. | Brainstorm the rights and responsibilities of the consumer concerning credit. | |
| b. It is the role of the consumer, on the basis of his own situation, to decide whether credit can be afforded. | Listen to a resource person discuss how consumers can decide when credit should be used. | Suggested resource persons: bank official, accountant, representative of a credit union, lawyer, etc. |
| c. It is the responsibility of the consumer to be informed. | Study recent periodicals for consumer information. | Suggested periodicals: Consumer Report and Changing Times. |
| d. It is the responsibility of the consumer to read and understand all terms in the contract. | Study sample contracts to discover any unfamiliar terms. Define those terms in class. | Booklet No. 44, "Tips On Sales Contracts." |
| e. It is the responsibility of the consumer to shop for the best credit terms. | Explain the responsibilities of both the borrower and the lender. | |
| f. It is the responsibility of the consumer to meet the obligations stated in the signed contract. | Read contracts available to find out what may occur if the borrower does not meet his obligations. | |

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| 3. Consumer Pressures | | |
| a. "High pressure salesmen" may cause the consumer to overlook the disadvantages of credit. | Listen to a tape which reveals ways to handle salesmen. | Tape No. 6, "How to Deal With Salesmen." |
| b. False or misleading advertisements may influence one to make unwise purchases. | View a filmstrip on advertising. | Filmstrip No. 4, "And Now A Word From Our Sponsor: Advertising." |
| 4. Types and Sources of Credit | | |
| a. The three main types of credit are sales, cash, and service. | View filmstrips or transparencies to identify different types and sources of credit.<br>or<br>Read references to distinguish the differences in the three main types of credit. | |
| b. Sales credit is the purchasing of goods and agreeing to pay later. | Recall items your family has bought using sales credit. | |
| c. Cash credit is borrowing money. | Discuss a variety of sources of cash credit and the cost of credit at each source. | |
| d. Service credit is that credit allowed for services and utilities provided for a given period. | Explain how each family uses service credit.<br>Discuss the outcome for unpaid service credit. | |

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| 5. Credit Qualifications<br><br>a. The ability of one to obtain credit will depend on the following three C's of credit:<br><br>(1) Capacity to repay<br>(2) Collateral<br>(3) Character | Discuss the following:<br><br>--Which students have charge accounts?<br>--Is the charge account in the student's or the parents' name?<br>--Which students have applied for loans? What requirements had to be met?<br>--One's capacity to repay is dependent upon what?<br>--What is collateral and how does it influence one's ability to secure credit?<br>--How does one's character and reputation influence one's credit rating? | Books:<br>No. 29, Home Management Is . . . pp. 74-75.<br>No. 70, Your Family and Its Money. pp. 129 and 139-140. |
| b. Once a person has secured credit, his promptness in making payments becomes public information | Invite a resource person from the local credit bureau to discuss how credit records are maintained. | Suggested resource persons: credit bureau representative, Better Business Bureau representative. |
| 6. Costs of Credit<br><br>a. Credit is seldom free to the consumer. | Brainstorm: "Why does credit cost money?"<br><br>List the factors which determine the costs of credit. Include the following:<br><br>--Rate of interest<br>--Length of time to repay<br>--Charges for added service such as record keeping, mailing statements, and posting payments | Book No. 70, Your Family and its Money, pp. 126-127, 136-139, and 247. |

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| | Credit Problem: Complete the following activities:<br>--Choose an item one might wish to purchase.<br>--Determine the cash price.<br>--Determine the discount for paying cash.<br>--Calculate the cost of a loan to buy the item from several different sources.<br>--Calculate the total costs of buying the item by the methods researched.<br>--Compare the final costs.<br>--Decide which method of purchase is the least expensive and which type of credit is the most expensive. | |
| b. Laws, within varying degrees, regulate the cost of credit. | Calculate interest costs by using the following formula: Interest = Principle x Rate x Time<br><br>Participate in buzz groups to recall advantages and disadvantages of using credit.<br><br>Using the knowledge gained through the study of credit, develop a case study of a family who has over-extended its credit.<br><br>Exchange case studies and find solutions for each one. | Booklet No. 21-a, "Figuring Credit Charges." |
| 7. Dangers of Credit | | |
| a. The primary danger in using credit is that one may tend to buy too much. This abuse may result in the filing of bankruptcy or other legal actions. | Research newspapers to discover the number of bankruptcies filed in the nearby areas. | |

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| | Define the following terms: | Book No. 41, Married Life. pp. 445-449. |
| b. Bankruptcy is the process in which one legally declares himself in a state of financial ruin. | --Bankruptcy | |
| c. Garnishment is a legal process in which a specified sum is taken from one's wages to satisfy a creditor. | --Garnishment | |
| d. Attachment is a legal process in which goods are seized or taken for payment of a debt. | --Attachment | |
| 8. Consumer Protection | | |
| a. Credit contracts set forth the legal rights and responsibilities for both the creditor and the debtor. | Study sample contracts to identify the rights and responsibilities of both the consumer and the retailer. | Booklet No. 20, "Facts You Should Know About Your Legal Problems." |
| b. Federal and state laws regulate various aspects of the consumer credit business. | Research recent pamphlets, periodicals, and newspapers to find articles describing consumer protection. | Booklets:<br>No. 41, "Ten Danger Signals in Buying."<br>No. 48, "What Truth In Lending Means to You." |
| c. Private and governmental agencies are sources of information and protection for the consumer who uses credit. | Note to teacher: Explain or use a resource person to explain the following:<br>--Truth-in-lending Law<br>--Referral sales<br>--Cooling-off periods<br>--Consumer hot-line assistance<br>--Other appropriate facts | |

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| | Evaluation: Complete a crossword puzzle on contracts or credit. | Book No. 52, Teen Guide to Homemaking. p. 234. or Appendix No. IV-D, "Crossword Puzzle On Contract Arrangements," pp. 270-271. |
| H. Family Security | | |
| 1. Savings programs are available in banks, savings and loan associations, credit unions, etc. | Review where savings programs are available. | Book No. 64, Thresholds to Adult Living. pp. 386-392, 398 and 407. |
| 2. Investing is to be done carefully with the assistance of a professional. | Distinguish between the following:<br>--Saving and investing<br>--Investing and speculating<br>--Stocks and bonds | |
| | Invite a resource person to explain investments, stock market, bonds, etc. | Suggested resource persons: broker, investment couselor. |
| 3. Insurance investments provide security for the family members in the event of the death of the head of the family. | Brainstorm: "Who needs life insurance?" | Booklet No. 17, "Facts You Should Know About Life Insurance." |

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| | Consult and discuss references to become familiar with the following insurance terms:<br><br>--Policy<br>--Face value<br>--Cash value<br>--Premium<br>--Benefits<br>--Beneficiary<br>--Annuity<br>--Dividends<br>--Double indemnity<br>--Waiver<br>--Rider | Books:<br>No. 29, Home Management Is . . . pp. 313-315.<br>No. 64, Thresholds to Adult Living. pp. 389-392.<br>No. 41, Married Life. pp. 435-437.<br>Booklet No. 25, "If Anything Happens To Me: A Unit on Life Insurance." |
| a. There are four basic types of life insurance programs. | Listen to a resource person talk about life insurance.<br><br>Research to discover the advantages and disadvantages of the following types of life insurance: | Suggested resource person: life insurance agent. |
| b. Term insurance provides protection for a limited time. There is no cash value. | --Term insurance | |
| c. Straight-life insurance is the most widely used insurance. The premium is paid for an entire lifetime, but is lower than some others. | --Straight-life insurance | |
| d. Limited-payment life insurance provides lifetime protection, but premiums are paid over a limited time. | --Limited-payment life insurance | |

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| e. Endowment insurance is comparable to a savings account. It provides protection while one pays premiums. | --Endowment insurance<br><br>Note to teacher: For an evaluation, provide family situations and ask students to decide on the most beneficial type of insurance. | |
| 4. Local, state, and federal governments promote security programs and other benefits through the use of mandatory taxes. | Identify benefits citizens receive as a result of taxes. Include the following:<br><br>--Fire departments<br>--Parks<br>--Police departments<br>--Highways<br>--Education<br>--Libraries<br>--Other benefits | Book No. 64, Thresholds to Adult Living. pp. 293-296. |
| a. Social security, medicare, and medicaid are government programs which provide security for the family and its members. | Listen to a social security representative discuss social security, medicare, and medicaid.<br><br>or<br><br>Read and report information in current booklets provided by the government on the following: | |
| b. Social security is a federal program provided for those who have worked until retirement or until they became disabled. | --Social security | |

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| c. The federal government provides medicare and medicaid for the indigent and the aged. | --Medicare and medicaid | |
| d. Medical care is provided through state and local taxes in the form of health departments, hospitals, and medical aid. | Consult pamphlets and booklets provided by the health department which explain the services they offer to the community. | |
| e. Families in fianacial difficulty may receive aid from local, state or federal agencies. | Listen to a resource person describe situations which enable an individual or a family to be eligible for financial assistance. | Suggested resource persons: Social worker, Representative of Economic Security office. |
| 5. Wills and Estates | | |
| a. A will is a legal declaration of the manner in which one's property is to be disposed after his death. | Consult references to discover who needs a will. | Book No. 64, Thresholds to Adult Living. pp. 407-408. |
| b. A will may prevent relatives, other than the immediate family, from sharing in an estate. | Discuss the role of a will in providing for family security. | Book No. 41, Married Life. pp. 451-452. |
| c. State laws govern the distribution of an estate if one dies without a will. | Listen to a lawyer explain the following:<br>--Procedures in drawing a will<br>--Cost of a will<br>--Where a will should be kept<br>--How a will is probated<br>--How often a will should be reviewed<br>--Common disaster clauses<br>--Disposition of estates if there is no will | Suggested resource person: lawyer |

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| | Evaluation: Complete the following open-ended statement, "My family will be financially secure because . . . ." | |
| I. Consumer Buying | Note to teacher: As an interest approach ask students to bring at least one article recently purchased which has not been useful and explain why it was purchased. | |
| 1. Motivation to Buy | Indicate your personal shopping rating by checking the pretest. | Appendix No. IV-E, "Pretest on Consumer Buying." p. 272. |
| a. Buying is an act of choosing between the following:<br>(1) Wants and needs<br>(2) Luxuries and necessities<br>(3) One product and another of the same kind<br>(4) Different kinds of products<br>(5) Spending or saving for another purpose | Compile a list of questions one should ask before purchasing a good or service to justify purchase. The questions will include the following:<br>--Do I need it?<br>--Is it worth the cost?<br>--Could I use my money a better way?<br>--Why am I buying it?<br>--Other appropriate questions | |

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| b. No product is worth buying unless it is worth more to the buyer than the money which is spent for it. | View a filmstrip dealing with why one buys an item. | Filmstrip No. 17, "Johnny Has One." |
| c. There are various motivating factors which stimulate one to purchase goods and services. | Brainstorm to gain ideas as to what motivates one to buy. Include the following:<br>--Television<br>--Newspapers<br>--Magazines<br>--Friends<br>--Other influences | |
| 2. Principles of Buymanship | | |
| a. Money is a worthwhile resource only in terms of what it buys. | View a filmstrip which depicts the consumer in the marketplace. | Filmstrip No. 6, "Consumer in the Market Place." |
| b. Intelligent application of shopping techniques will help the individual and the family gain greater satisfaction for the money spent. | Consult references and list sound buying principles. Include the following:<br>--Determine a need or a desire for the item before considering a purchase.<br>--Do comparative shopping.<br>- Avoid impulse buying. | Books:<br>No. 52, Teen Guide to Homemaking. Ch. 12.<br>No. 41, Married Life. pp. 392-412.<br>No. 40, Management for You. Ch. pp. 398-412.<br>No. 64, Thresholds to Adult Living. pp. 143-144.<br>Booklet No. 43, "Tips On Refunds and Exchanges." |
| | Note to teacher: Prepare a grab bag containing wise and unwise buying principles for the following strategy.<br>Grab Bag: Select from the bag one buying principle and explain why it is or is not a wise one. | |

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| c. Comparative shopping requires using both time and energy. | Discuss the statement, "Comparative shopping may not always be practical." | Booklet No. 31, "Number, Size, and Price." |
| d. When shopping, quality is to be judged at different price levels. | Note to teacher: Choose two like items at different costs and ask students to determine why the costs differ. | |
| e. A bargain is only a bargain when it satisfies a need of the individual or the family. | View a filmstrip on quality, use and service. | Filmstrip No. 25, "Quality, Use, and Service." |
| | Discuss the statement, "One should always purchase the highest quality available." | |
| 3. Shopping Ethics | | |
| a. You and other consumers pay for the damage done to items for sale in retail stores. | Discuss the statement, "Who pays for damage of goods in retail stores?" | |
| | Consult references which explain responsible consumer behavior. | Books: No. 52, Teen Guide to Homemaking. p. 222. No. 13, Consumer Economics. pp. 234-236. |
| | Present skits depicting desirable and undesirable shopping behavior. | |
| b. The unnecessary damage done by careless consumers is considered when prices are marked on goods. | Brainstorm situations in which you have observed consumers mishandling merchandise. | |

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| | Note to teacher: Make a list of household items to be used for the evaluation. Have each student draw the name of one item. Provide references for student use.<br><br>Evaluation: Formulate guidelines to be followed when purchasing a household item. | |
| J. Consumer Citizenship<br><br>1. Consumer Protection<br><br>a. Local, state, and federal laws have been passed to protect the consumer. | Consult references to determine recent consumer protection legislation. | Books:<br>No. 41, Married Life. pp. 429-430.<br>No. 52, Teen Guide to Homemaking. pp. 223-226, 272-276, and 378.<br>No. 13, Consumer Economics. pp. 26, 124-125,180-190, 192-194, 199-210.<br><br>Booklets:<br>No. 41, "Ten Danger Signals in Buying."<br>No. 11, "Consumer Tips on Guarantees and Warranties."<br>No. 19, "Facts You Should Know About Schemes." |
| b. The federal government requires that all food, drugs, and cosmetics bear labels with certain information. | Research to find required labeling information. | |
| c. The Federal Trade Commission has the responsibility of stopping unfair commercial practices. | Discuss what the average consumer can do to promote better commercial practices. | |

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| | Bulletin Board: "What's Going On?" Display articles from recent newspapers or magazines concerning consumer protection laws. | |
| 2. Fraud, Deception, and Quackery | | |
| a. With an understanding of how fraud, deception, and quackery are practiced, the consumer will be less gullible. | Brainstorm to determine a definition of fraud, quackery and deception. | |
| | or | |
| | Listen to a tape which explains fraud. | Tape No. 5, "Frauds." |
| b. Deceptive selling practices each year cause great loss to the consumer. | Invite a resource person to describe some practices of which the consumer needs to be aware. | |
| | or | |
| | View a film on deceptive selling practices. | Film No. 25, "The Bad Apple." |
| c. Many products appeal to the youth by promising beauty, personality, and figure improvements. | Use current magazines to find how many advertisements are centered on the young person. | Periodicals: Seventeen, Glamour, others appropriate periodicals. |
| d. Thousands of quacks annually "fleece" millions of Americans with worthless "health cures." | Listen to tape which describes methods of quackery and medical frauds. | Tape No. 10, "Quacks and Medical Frauds." |

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| e. One can avoid unscrupulous business deals by dealing with firms whose reputation has been established. | Identify and discuss reasons for the success of quackery. Include the following:<br><br>--Fear<br>--Gullibility<br>--Deceit<br>--Deadliness | |
| f. It is the responsibility of the consumer to report deceptive practices. | Generalize the responsibility of the consumer to prevent deceptive practices. | |
| 3. Rights and Responsibilities | | |
| a. Every consumer has the following four basic rights:<br><br>(1) The right to safety<br>(2) The right to choice<br>(3) The right to be heard<br>(4) The right to be informed | View and discuss the following transparencies made from the "Consumer Education" teaching guide:<br><br>--Basic Consumer Rights | Teaching Guide No. 2, "Consumer Education." pp. 17-18. |
| b. It is the responsibility of every consumer to be aware of those rights and to accept the responsibility which comes with them. | --Responsibilities of the Consumer | |
| 4. Sources of Information and Consumer Assistance | | |
| a. There are many sources of information to aid the consumer which include local, state and federal agencies. | Compile a fact sheet which lists names and addresses of consumer protection agencies. | |

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| | Note to teacher: Display the following: | |
| b. Some magazines offer unbiased testing of various products. | --Magazines which report product tests | |
| c. A number of large businesses provide consumer information in bulletins and newsletters. | --Bulletins and pamphlets | |
| | Decide on a major purchase. Research to gain all available knowledge concerning different brands. Report findings to class. | Bulletins and newsletters from J. C. Penney, Sears, General Electric, etc. |
| d. Labels, use and care books, and symbols on products provide helpful information if they are read and followed. | Examine a variety of labels and use and care booklets to determine the use and care of the product. | |
| | Evaluation: Complete the following "open-ended" statements. | |
| | --"As a good consumer I will . . ."<br>--"As a good consumer I will not . . ." | |

MAJOR CONCEPT: V. Preparation For Marriage

SUPPORTING CONCEPTS:

A. Dating Experiences

B. Selection of a Marriage Partner

C. Marriage Laws and Customs

D. Marriage Adjustments

UNIT OBJECTIVE: Upon completion of this unit the student will be able to analyze factors significant during the stages preparatory to married life which may assist couples in reaching a mature love relationship and other factors affecting marriage success.

STUDENT PERFORMANCE OBJECTIVES: The student will

A. Analyze the role of dating in forming love relationships.

B. Recognize factors influencing choice of a marriage partner.

C. Cite laws and customs regulating marriage.

D. Describe marital adjustments which couples need to make and their contribution to successful relationship in marriage.

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| A. Dating Experiences<br><br>1. Purpose of Dating | | |
| | Note to teacher: Prepare a bulletin board using the idea given in the appendix.<br><br>Brainstorm reasons for dating.<br><br>Read references to determine the functions and values of dating in our culture. | Appendix V-A, "The Dating Ladder," p. 273.<br><br>Books:<br>No. 45, Personal Adjustment, Marriage and Family Living, Chs. 5 and 6.<br>No. 41, Married Life, Ch. 4.<br>No. 49, Relationships: A Study in Human Behavior, Ch. 17. |
| a. A knowledge of dating patterns contributes to satisfying dating relationships. | Discuss dating patterns to identify their relationship to the stages of love.<br><br>--Group dating<br>--Casual dating<br>--Steady dating<br>--Engagement | |
| b. A knowledge of dating terms contributes to effective communication about dating. | Define terms related to the pattern of dating in our society. Include the following:<br><br>--Dating<br>--Courtships<br>--Going together<br>--Going steady<br>--Other related terms | |

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| | Compile a list of reasons for dating. | |
| | Complete and discuss dating checklist entitled, "What Is a Good Date?" | Book No. 45, Personal Adjustment, Marriage and Family Living, Ch. 5. |
| c. In our culture, dating may help one<br><br>(1) Meet needs for approval, recognition and companionship.<br>(2) Prepare for the give and take of marriage.<br>(3) Become better acquainted with one individual as a basis for deciding whether or not to marry.<br>(4) Develop standards regarding what is desirable in a mate.<br>(5) Increase understanding of the opposite sex. | Discuss reasons for dating and not dating and the advantages and disadvantages of different patterns of dating. | |
| | Question Box: Write personal questions related to dating and place in a question box. Discuss questions in class.<br><br>or | |
| | Listen to a resource person discuss the questions placed in the question box. | Suggested resource persons: counselor, minister. |
| | Evaluation: List the functions or values of dating.<br><br>or | |
| | Write a paragraph listing and explaining the functions of social dating. | |

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| 2. Dating Practices | | |
| a. Dating practices are constantly changing. | Read selected parts of assigned reading to examine dating practices of the following:<br><br>--Colonial America<br>--Foreign countries<br>--Primitive cultures<br><br>Note to teacher: The above may be assigned to special students who will report findings to the class.<br><br>Invite someone from a foreign country living in the community to discuss dating practices common in their culture.<br><br>Compare and contrast dating customs practiced in other cultures and those practiced in the United States today.<br><br>Discuss reasons for the differences and similarities.<br><br>Decide if and how local dating patterns differ from those practiced elsewhere in the United States. | Book No. 41, Married Life, Ch. 9.<br><br>Encyclopedias |

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| b. Dating practices are influenced by culture, family and peers. | Identify the factors which influence personal standards in dating behavior. Include the following:<br><br>--Parents<br>--Religion<br>--Personality<br>--Individual traits<br>--Friends<br>--Lifetime goals<br>--Other factors | Book No. 64, Thresholds To Adult Living, Ch. 8. |
| c. Steady dating may have both advantages and disadvantages. | Survey peers and adults to discover prevalent attitudes toward steady dating.<br><br>Compile results. Present results of survey by using a student panel.<br><br>Summarize findings and report in school newspaper.<br><br>Read reference to facilitate a discussion of the differences between steady dating for convenience and steady dating as a type of informal engagement.<br><br>Decide the advantages and disadvantages of each type of dating.<br><br>Evaluation: Defend or repute the statement, "Going steady is better than 'free dating' for persons sixteen and older." | Books:<br>No. 41, Married Life, Ch. 4, pp. 98-104.<br>No. 64, Thresholds To Adult Living, Ch. 8.<br>No. 49, Relationships: A Study in Human Behavior, Ch. 17. |

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| 3. Dating Manners and Etiquette | | |
| | Examine references and determine guidelines for social behavior. | Books:<br>No. 45, Personal Adjustment, Marriage and Family Living, Ch. 7.<br>No. 64, Thresholds to Adult Living, Ch. 8.<br>No. 37, Living in Families, pp. 205-212.<br>No. 52, Teen Guide to Homemaking, pp. 86-91.<br>No. 53, Teen Horizons, Ch. 5.<br>No. 2, Being Married, Ch. 1. |
| a. A knowledge of dating manners and etiquette make one more confident in a dating situation. | Group work: Research and prepare presentations on the following:<br>--Accepting and/or refusing a date<br>--Inviting another for a date<br>--Introducing a date to one's family<br>--Avoiding passes without humiliating the passer<br>--Saying "no" gracefully<br>--Conversational ability<br>--Telephone courtesies | |

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| b. Successful teenage dating involves two thoughtful people who are considerate of each other, their families, and friends. | Prepare a self-rating check list of social dating skills.<br><br>Use the self-rating device in evaluating personal skills.<br><br>Use the self-rating device to conduct a survey among students to determine social skills considered important in dating.<br><br>Report findings to class.<br><br>Discuss the following:<br><br>--How does an individual learn social skills?<br>--What factors influence one's motivation for developing social skills?<br>--What courtesies should dating partners extend to each other?<br>--What are some of the most common sources of irritation in dating behavior?<br>--Are social courtesies, as applied in dating situations, really unique or different from those applied to other situations?<br><br>Evaluation: In small groups write case studies which involve problems in social dating situations. Exchange case studies and find solutions to all the ones prepared by groups other than your own. | Book No. 45, Personal Adjustment, Marriage and Family Living, Ch. 5. |

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| 4. Sexual Behavior and Morality | Define morality. | |
| a. When young adults are given freedom of choice they determine their own moral behavior and need to accept the responsibility for their decisions. | Read references to facilitate the discussion of some of the following questions:<br>--Why does morality become so important in a study of dating behavior?<br>--How does one develop attitudes on morality?<br>--Is morality more important in dating behavior than in other social situations?<br>--Why should I be concerned with what society thinks of me?<br>--What are the consequences of violating the moral codes of society?<br>--Does society permit a double standard in moral behavior for boys and girls? | Books:<br>No. 45, Personal Adjustment, Marriage and Family Living, p. 100.<br>No. 49, Relationships: A Study in Human Behavior, Ch. 18. |
| | View and discuss filmstrips on standards of dating behavior. | Filmstrips:<br>No. 26, "Responsible Sexual Attitudes."<br>No. 27, "Responsible Sexual Behavior."<br>No. 29, "Should You or Shouldn't You, and When?" |

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| | Examine some of the problems which are frequently discussed in relation to social dating. Include the following:<br><br>--Early dating<br>--Going steady<br>--Sexual exploration<br>--Promiscuity<br>--Petting<br>--Premarital intercourse<br>--Others | |
| b. Young adults need to set their own dating standards. | Listen to a panel discussion on the key issues involved in the moral standards of dating behavior. Ask the panel to discuss some of the following:<br><br>--Sexual behavior (parking on dates, etc)<br>--Driving behavior (dragging, speeding, etc.)<br>--Other issues<br><br>or | Suggested panel members: minister, judge, policeman counselor, parent, young married couple. |
| | Read case studies which illustrate moral problems arising in dating situations. Analyze the problems and discuss possible solutions.<br><br>Choose a dating problem which prevails in our society today and complete a report which will include the following:<br><br>--An identification of the problem<br>--Conditions which form the background for the development of the problem (cultural influences)<br>--Possible solutions to the problem | Book No. 41, Married Life, pp. 95-98. |

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| | Group work: Choose one of the following questions and agree on a solution. Report to the class.<br><br>--Which influences seem to be stronger in determining dating behavior, parents or peers?<br>--When parent and peer values are different, what course of action may be taken?<br>--How do personality traits such as self-respect, self-discipline, and empathy relate to making decisions in the dating situation?<br>--How do girls sometimes unwittingly cause problems for themselves in maintaining dating standards?<br>--How is an individual's standards of dating behavior related to his overall reputation or image?<br><br>Evaluation: Complete the following open ended statements:<br><br>--"Standards of dating behavior are . . ."<br>--"One's concept of morality is determined by . . ." | |

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| 5. Venereal Disease | | |
| | Brainstorm preconceived ideas about venereal disease. | |
| a. Venereal diseases are contagious diseases transmitted by sexual contact. | Read and discuss references on venereal diseases. | Books:<br>No. 41, Married Life, pp. 465-467.<br>No. 49, Relationships: A Study in Human Behavior, Chs. 18 and 21.<br>No. 2, Being Married, Ch. 7.<br>No. 68, What You Should Know About V. D. and Why.<br><br>Pamphlets from health dept., current magazine articles. |
| | View and discuss films concerning venereal diseases. | Films:<br>No. 26, "The Innocent Party"<br>No. 4, "A Quarter Million Teen-agers"<br>No. 14, "Eyes of Regret"<br>No. 18, "Kathy" |
| b. In the early stages, venereal diseases may be cured by drugs in a week or ten days. However, no drug can cure the harm that may result from delayed diagnosis. | Listen to a resource person explain the transmission, symptoms, cures, and recent legislation on various venereal diseases. | Suggested resource persons: physician, nurse. |
| 6. Alcohol and Drug Use | | |
| a. Some young people because of boredom, a negative self-concept, or pressure from others have turned to drugs or alcohol. | Consult references and discuss why some teen-agers try drinking alcoholic beverages or using drugs. | Book No. 41, Married Life, pp. 473-479.<br><br>Current magazine articles. |
| | View films or filmstrips on the effect of alcohol and drugs. | Films:<br>No. 2, "Alcohol and You"<br>No. 27, "Trip to Nowhere" |

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| | | Filmstrips:<br>No. 2, "Alcohol and Health"<br>No. 8, "Drug Problem: Glue Sniffing and Pills"<br>No. 9, "Drug Problem: Marijuana and LSD" |
| b. Both alcohol and drugs introduce harmful chemicals into the body that affect body functions. | Note to teacher: Select students for two opposing panels. Have one panel defend the use of drugs and alcohol and the other panel declare the harmful effects of these practices. Have other students summarize important ideas. | |
| c. Young people who experiment with drugs or alcohol seem to have three characteristics in common.<br>(1) They want to feel accepted.<br>(2) They want to feel important.<br>(3) They want to feel grown up. | Draw conclusions about the personalities of teenagers who experiment with drugs or alcohol and the effects that these practices have on their acceptance by others. | |
| | Evaluation: Complete the following open ended statement: "People who use alcohol and drugs are . . ." | |

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| 7. Concepts of Love | Write your definition of love. Share with classmates. Save your definition for evaluation at end of unit.<br><br>Interest Approach: View a film about the beginning of love.<br><br>Study references on concepts of love. | Book No. 49, Relationships: A Study in Human Behavior, p. 173.<br><br>Filmstrip No. 1, "About Love: Beginning."<br><br>Books:<br>No. 49, Relationships: A Study in Human Behavior, Ch. 16.<br>No. 41, Married Life, pp. 141-147. |
| a. Love, like other forms of development, occurs in sequential steps. If any step is skipped, mature love is less likely to occur. The steps to mature love include the following:<br><br>(1) Self<br>(2) Mother<br>(3) Family<br>(4) Gang<br>(5) Adolescent<br>(6) Mature | Using the fish bowl technique, have a class discussion of the following questions pertaining to the stages of love:<br><br>--Is it possible to skip a stage of love and still reach mature love?<br>--What factors might cause the elimination of one of the stages of love?<br>--Under what circumstances may a person repeat the stages of love? Example, divorce or death of mate.<br>--Why is it important to proceed through several stages of adolescent infatuation?<br>--What may happen if a person marries during a stage of adolescent infatuation?<br>--What are some characteristics which may cuase a person to progress only to infatuation? Examples: jealousy, focus on physical attraction only, and failure to face reality.<br>--What are some characteristics of mature love? | |

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| b. The following statements identify some of the differences between love and infatuation.<br>(1) Love is associated with maturity, infatuation with immaturity.<br>(2) Love tends to involve concern for the whole person, infatuation is usually mainly sexual attraction.<br>(3) Love is free of guilt and insecurity, infatuation involves both.<br>(4) Love takes time to grow, infatuation may be instantaneous. | Read and discuss the difference between love and infatuation.<br><br>Complete the love scale found in Married Life. | Books:<br>No. 2, Being Married, Ch. 3.<br>No. 41, Married Life, pp. 141-149. |
| c. Understanding the difference between infatuation and mature love may lead to greater satisfaction in dating relationships. | Draw conclusions that may enable one to understand the degree of commitment in a relationship.<br><br>Recall and share with class examples of infatuation or mature love in situations around you, such as TV programs, school situations, or peers.<br><br>Evaluation: Using the personal definition of love you wrote, determine which stage of love it exemplifies and how you would change your definition now. | |

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| B. Selection of a Marriage Partner | | |
| 1. Mature Love | | |
| a. Mature love implies an increased capacity to care about the well-being of another person and a realistic acceptance of that person. | Define mature love. | |
| | Note to teacher: Introduce "Phillips 66" discussion technique where six students are given six minutes to discuss a question or problem and decide on an answer or opinion. | |
| | Discuss the following questions using Phillips 66 technique:<br>--How does one's personal character development effect a love relationship?<br>--Is personal maturity a factor in distinguishing between love and infatuation?<br>--How does a positive view of self help one develop a "you attitude" rather than an "I attitude"?<br>--How does one's stage of personality development affect a love relationship? | Book No. 49, Relationships: A Study in Human Behavior, pp. 179-188. |
| b. Mature love accepts and prepares one to meet the realities of marriage. | React to the statement: "One must love one's self before he can love another person." | |
| | Invite a resource person to discuss: "The Meaning of True Love." | Suggested resource persons: minister, mature married couple. |
| c, Mate selection is not only different in various cultures and countries, but in different periods of history. | Group work: Read selected parts of the assigned reference on mate selection in various countries and cultures and report findings to the class. | Encyclopedia Book No. 41, Married Life, Ch. 9. |

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| d. Mate selection may evolve from one's community relationships. | Identify couples who met each other within the local community.<br><br>List possible places in the community where one might get acquainted with a future mate such as school, church, work, recreational center. | |
| e. Cultural pressures may influence mate selection. | Invite foreign students to discuss mate selection and marriage customs in their respective countries.<br><br>Read references on mate selection in America. | Books:<br>No. 41, Married Life, pp. 78-82.<br>No. 45, Personal Adjustment, Marriage and Family Living, Ch. 5. and 6. |
| | Determine how dating practices have changed in America.<br><br>Discuss pros and cons of the mutual choice of a mate.<br><br>Evaluation: Write a short paper comparing the advantages and disadvantages of mate selection in America as compared to mate selection in another country or culture. | |

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| 2. Factors Which Affect Marriage Success | Brainstorm how knowledge of factors influencing mate selection may increase the likelihood of marital success. | |
| a. Concept of Ideal Mate | | |
| (1) One's concept of an ideal mate is formed as one progresses through the stages of love. | Interest Approach: Listen to tapes which describe desirable characteristics of a mate.<br><br>Brainstorm to identify reasons people marry.<br><br>Identify premarital factors which could cause problems in marriage such as different status, pregnancy, and unhappy home life. | Tapes:<br>No. 8, "Select a Husband"<br>No. 9, "Select a Wife" |
| (2) One's ideal mate will fulfill one's needs and complement one's personality. | List qualities you want in a marriage partner in three columns entitled Necessary, Important, and Desirable.<br>Use the list to rate a person you are presently dating or someone you would like to date.<br>Check the qualities this person possesses.<br>Compare this person's qualities with the ideal list.<br><br>List people, such as parents or teachers, who have influenced your concept of a satisfactory mate. Explain how and to what extent they have been influential. | |
| b. Interest and Background | | |
| (1) People tend to choose partners of similar age, social status, neighborhood background, education, and race. | Debate: "Like marries like." | Books:<br>No. 41, Married Life, pp. 113-115.<br>No. 49, Relationships: A Study in Human Behavior, pp. 231-232. |

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| (2) Marital success is more likely when a couple has similar interests and backgrounds. | Select from a list of pastimes the interests you would like to share with a mate. Compare list with others in class.<br><br>Give examples from personal observations of instances where common interests have strengthened marriages.<br><br>Read reference before completing the following strategies.<br><br>Point out ways that individual interests may contribute to stability or instability in marriage.<br><br>Distinguish different characteristics of a variety of social classes in America and predict problems which may arise in interclass or intercultural marriages.<br><br>Report to the class on a book or article which tells the story of adjustments in interclass or intercultural marriages.<br><br>Discuss effects of cultural upbringing on individual attitudes toward marriage and childbearing. | Book No. 45, Personal Adjustment, Marriage and Family Living, Ch. 9. |
| (3) Similarity in educational background generally contributes to marital success. | React to the following question: "Even though Jane and Tom had similar educational backgrounds when they married, will they continue to be compatible after Jane puts Tom through college?" Discuss problems which may arise. | Book No. 45, Personal Adjustment, Marriage and Family Living, p. 163. |

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| (4) A lasting marriage is more likely if there is similarity in religious backgrounds. | Invite a resource person to speak on spiritual values which contribute to permanency and happiness in marriage. | Suggested resource persons: minister, priest, rabbi, marriage counselor. |
| c. Parental Approval | | |
| (1) Marriage is not only the union of two individuals but two different families as well. | Write a paragraph on the topic: "But I'm marrying Joe--not his family."<br>Share the paragraph with the class.<br>Discuss the following questions: | |
| (2) Studies show that parents' approval and successful marriage adjustment are correlated. | --How does parental approval contribute to marital success? | Book No. 45, Personal Adjustment, Marriage and Family Living, Chs. 10 and 12. |
| (3) Close relationships between parent and child are shown to be favorable to marriage. | --Does a close relationship between a parent and a child influence the child's marriage? | |
| (4) Parental cooperation and approval of a marriage is a valuable asset and the lack of it is a danger signal. | --What problems may arise in a marriage entered without parental approval? | |
| (5) Parents who are happy, well-mated and settle their problems together establish patterns of adjustment that children learn and carry into their homes. | --Will the success of the marriage of one's parents affect one's marriage? | |

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| (6) Reasons for parents objecting to a marriage may include the following:<br><br>--Age differences<br>--Differences in race or religion<br>--Educational differences<br>--Cultural differences<br>--Social differences<br>--Previous marriage of selected mate | --List reasons for parental objections to a marriage. Which ones are justified? | |
| | Role play one of the following situations:<br><br>--The approaching marriage of a couple without parental approval<br>--An approaching marriage of a couple with parental approval<br>--Your suggestion to a friend whose parents disapprove his mate selection | Book No. 45, Personal Adjustment, Marriage and Family Living, Ch. 10 and 12. |
| d. Health<br><br>(1) Good health contributes greatly to a couple's attitudes and relationships to each other and their enjoyment of life. | Discuss the following:<br><br>--How good health or the lack of it may affect one's chances for a successful marriage. | |

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| (2) The following health factors may need to be considered before a couple decides to marry:<br><br>--Genetic health problems or diseases<br>--Blood factors<br>--Venereal diseases<br>--Infertility<br>--Hereditary, physical or mental problems | --Health factors which might influence a couple's decision to marry.<br><br>List physical traits which are inheritable.<br><br>Recall examples of inheritable traits which could affect mental or physical health or life span.<br><br>Predict how these hereditary traits could affect a marriage.<br><br>Discuss when and/or if a person should tell his fiancee about the possibilities of his passing on defective genetic traits. | Books:<br>No. 64, Thresholds to Adult Living, Ch. 9.<br>No. 45, Personal Adjustment, Marriage and Family Living, Ch. 9.<br>No. 41, Married Life, Ch. 14. |
| (3) Physical handicaps will have an impact on one's marital relationships. | Recall and discuss the following:<br><br>--Examples of marriages that have failed because of physical handicaps<br>--Examples of marriages that have succeeded in spite of physical handicaps | |
| e. Financial Responsibility | | |
| (1) Money is often listed as the main cause of marital dissension between husbands and wives. | Note to teacher: If this has been thoroughly covered in Unit IV, you may wish to omit.<br><br>Make a list of the marital problems which money or the lack of it may cause.<br><br>Suggest solutions for each problem listed. | |

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| (2) Realistic financial planning contributes to likelihood of marital success. | Plan a budget for newlyweds. Include the following factors.<br>--Take-home pay for a high school graduate<br>--Realistic expenditures<br>--Problems in balancing the budget | Books:<br>No. 45, Personal Adjustment, Marriage and Family Living, Ch. 20.<br>No. 41, Married Life, Ch. 12. |
| f. Age Difference and Maturity Level | | |
| (1) Age difference and maturity level affect one's chances of marital success. | Interest Approach: View and discuss a bulletin board depicting a bride and groom surrounded with illustrations of roles they can expect to fulfill and having the title, "Are You Ready For This?"<br><br>Explore references to identify the role of age and maturity in mate selection. | Books:<br>No. 45, Personal Adjustment, Marriage and Family Living, Ch. 11<br>No. 41, Married Life, Ch. 7.<br>No. 49, Relationships: A Study in Human Behavior, Ch. 20. |
| (2) Couples who marry during teen years may have problems they would not have encountered had they been older. | React to the following questions:<br>--How close should husband and wife be in age?<br>--How old should you be when you marry?<br>--Do age differences have the same significance for a couple ages 15 and 20 as it would for a couple ages 20 and 25? (What role does maturity play in your answer? What problems do you envision for a couple with extreme age differences?) | |

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| g. Emotional Independence of Individuals | | |
| (1) Emotional independence is a requirement for successful marriage. This has been achieved when one is able to rely on oneself for making successful decisions. | Define emotional independence. | |
| (2) An individual's family experiences are significant factors in influencing his preparation for marriage. | Brainstorm and discuss the influence of one's family upon his decisions toward such topics as housing, use of money, religion, children, education. | Book No. 49, Relationships: A Study in Human Behavior, Ch. 3. |
| (3) A factor affecting one's preparation for marriage is the extent to which one's personal needs have been met. | Dramatize a situation in which one of the marriage partners has unmet needs which affect the marriage relationship. Examples could be the young man who insists on a large bank account while denying his family's needs because of an insecure family background or a young woman who resents the close ties between her husband and his family because she never felt close to her own family. | Books:<br>No. 49, Relationships: A Study in Human Behavior, Ch. 22.<br>No. 69, When You Marry, Ch. 1. |
| h. Young Marriages | | |
| | Research and discuss the following: | Book No. 41, Married Life, Ch. 7. |
| (1) Teenage marriages are notably unstable. The divorce rate is greater and ratings of marital happiness are lower. | --Teenage marriages | |

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| (2) Premarital pregnancy may account for up to half of all the teenage marriages in America. | --Teenage marriages due to pregnancy. | |
| | View a filmstrip on premarital pregnancy. | Filmstrip No. 38, "Young, Single, and Pregnant." |
| | Solve case studies related to problems of early marriage cited in the above reference. | |
| | Summarize by discussing trends that lead to early marriage in today's society. | |
| i. Mixed Marriages | | |
| (1) Every marriage is a mixed marriage because the couple comes from a different set of family backgrounds and circumstances. However, the term mixed marriage usually refers to either interracial, international, or interfaith marriages. | Define the term mixed marriage. | |
| | Read references and describe the following types of mixed marriages: | Books:<br>No. 45, Personal Adjustment, Marriage and Family Living, Chs. 10, 14, and 16.<br>No. 41, Married Life, Ch. 5. |

(2) Interracial marriages are marriages of people of two different races such as the following:

--Caucasoid-Negroid
--Negroid-Oriental
--Caucasoid-Oriental

--Interracial marriages

(3) Whether nationality differences influence the success of a marriage may depend on the following:

--The community in which the couple lives
--How well the foreign nationality group is accepted
--Other contrasts in religion, language, and customs

--International marriages

(4) The following influence the success or failure of a religiously mixed marriage:

--Strength of convictions of marriage partners
--Attitudes of other family members and friends

--Interfaith marriages

Determine some factors which influence the success or failure of an interfaith marriage. Discuss how children of these marriages are affected by these factors.

Note to teacher: Divide the class into groups. Assign each group a different combination which would be considered a mixed marriage.

(5) Interracial, interfaith or international differences create unique problems in addition to the usual adjustments in a marriage relationship.

Group work: Research mixed marriages and report to the class. Point out advantages and disadvantages. After the group reports, discuss the following:

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| | --Are people engaging in more mixed marriages, of all kinds, today than formerly? Why?<br>--Is this trend good? In what ways?<br>--Is this trend unwise? In what ways?<br>--Should factors such as background, goals, aspirations of prospective mate, love, mutuality and respect be considered in selecting a mate?<br>--Does a political or economic situation such as war, depression, inflation, etc., have an effect on mate choice?<br>--Is mate choice made on an individual basis despite these external circumstances? | |
| | Interview a married couple with interracial backgrounds. Ask them to discuss problems and adjustments that must be made.<br><br>Point out possible problems in an interracial marriage.<br><br>Invite couples with different national origins to participate in a panel discussion.<br><br>Formulate some questions to ask this panel. | |
| (6) The way a mixed marriage is accepted, by the relatives, friends and acquaintances of the couple involved, may determine its chances of success. | Discuss society's views on mixed marriages.<br><br>Invite resource people to give a panel discussion on the topic: "Society's Views on Mixed Marriages." | Suggested resource persons: minister, priest, rabbi, person of another race, person from another country, couples of a mixed marriage. |

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| | Write a paper to summarize your own personal viewpoint on mixed marriages. Tell why you have this opinion.<br><br>Evaluation: Rate in order of personal importance the factors we have studied which affect the success of a marriage.<br><br>or<br><br>Select the ten most important factors you would consider when choosing a marriage partner. Give reasons for your priorities. | |
| C. Marriage Laws and Customs<br><br>1. The Engagement Period | Interest Approach: Prepare a bulletin board entitled "A Big Step."<br><br>Note to teacher: Ask students to clip engagement announcements from newspapers. Place a large foot print in the center of the bulletin board and place announcements around it. | |
| a. Becoming engaged involves two people pledging themselves to love and care for each other for their lifetimes. | Brainstorm what it means when a couple becomes engaged.<br><br>View and discuss a film on the engagement period. | Films:<br>No. 13, "Engagement, Romance, and Reality"<br>No. 23, "Meaning of Engagement" |

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| | Write a paragraph expressing your personal views on the meaning of engagement to the following:<br><br>--The couple<br>--Relatives<br>--Neighbors<br>--The community<br>--Siblings<br>--Peers<br>--Friends<br>--Others<br><br>Share the paragraph with your classmates. Keep for future reference. | Book No. 41, Married Life, Ch. 5. |
| b. The engagement period serves the following purposes:<br><br>(1) Provides an opportunity for growing in understanding of the partner<br><br>(2) Allows time for planning for the ceremony, honeymoon, and living arrangements<br><br>(3) Provides an opportunity for the couple to prepare for acceptance of adult responsibilities and successful transition into marriage | Discuss why people announce their engagement.<br><br>Point out the purposes of the engagement period. | |

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| | Read references on the meaning and importance of the engagement. | Books:<br>No. 40, Personal Adjustment, Marriage and Family Living, Ch. 12.<br>No. 41, Married Life, Chs. 4, 5, and 8. |
| | List some subjects that need to be discussed during the engagement period.<br><br>Interview engaged and newly married couples to identify adjustments necessary during an engagement.<br><br>Discuss the following: | |
| c. Engagement etiquette is fairly universal but may vary from region to region. | --Engagement etiquette such as when and how to purchase a ring, how to announce an engagement, appropriate behavior for the engaged couples, etc. | Booklet No. 1, "Altar Bound" |
| d. A minimum of several months seems necessary to carry out the functions of an engagement. | --The minimum length of time of an engagement | |
| e. The length of engagement has an effect on a successful marriage. An ideal engagement period is six to twelve months. | --The relationship of the length of the dating and engagement periods to probable success in marriage | |
| f. Communication during engagement prepares the couple for communication during marriage. | --The role of communication in making adjustments during engagement | |
| g. A broken engagement is better than a bad marriage. | List reasons for broken engagements. Decide the consequences of breaking an engagement. | |

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| h. When an individual fails to satisfy a need he may suddenly find it necessary to produce some sort of an explanation for or defense against that failure.<br><br>(1) Constructive quarreling may clear the air and dispel tension.<br><br>(2) Destructive quarrels attack the psychological or physical frailities of the partners. | List and discuss ways of handling conflict during the engagement period such as the following:<br><br>--Defense mechanisms<br>--Constructive and destructive quarreling<br>--Discussion<br><br>Role play various conflicts to which engaged couples may have to adjust.<br><br>Evaluation: Write a paragraph expressing your views on engagements. Compare this with your original paragraph written earlier in this unit. | Book No. Relationships: A Study in Human Behavior, Ch. 7. and Ch. 25, pp. 290-291. |
| 2. Legal Aspects of Marriage | Interest Approach: Secure the following items for display on a bulletin board:<br><br>--An application for a marriage license<br>--A health examination form<br>--A consent-to-marry form<br>--A birth certificate | |
| a. The purpose of the marriage ceremony is to publicize the changing status of the couple and give legal sanction to the marriage. | Determine the purpose of the marriage ceremony. | |

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| b. Marriage is regulated in every society by laws and/or customs. | Research information on legal marriage requirements in the state of Kentucky.<br><br>Compare legal marriage requirements in Kentucky with those in surrounding states.<br><br>Find out the cost of a marriage license.<br><br>Discover the legal requirements for a premarital physical examination.<br><br>Discuss the importance of the premarital physical examination to the individual.<br><br>Evaluation: Debate "Our present marriage laws need to be changed." Include the following points:<br><br>--Uniformity across the United States<br>--Age limits<br>--Health factors<br>--Complete premarital examinations<br>--Mental test as a prerequisite to marriage | Local Circuit Court Clerk<br>Encyclopedia<br>"World Almanac"<br>Books:<br>No. 49, Relationships: A Study in Human Behavior, Chs. 20 and 21.<br>No. 41, Married Life, Ch. 14. |
| 3. Social and Religious Marriage Customs | | |
| a. Marriage customs are outgrowths of the economic and social conditions of a region. | Research information on marriage customs in early America and in other cultures. Prepare a research paper on marriage customs. | Book No. 41, Married Life, Ch. 9. |

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| | Consider the importance of marriage customs to the institution of marriage.<br><br>Note to teacher: The following film is dated and statistics are inaccurate but the four types of marriage ceremonies are effectively dramatized. | |
| b. A wedding is a ritual or ceremony which formalizes the marriage vows. Marriage ceremonies of all faiths bear definite similarities. | View a film showing a variety of the types of marriage ceremonies.<br><br>Identify the following types of marriage ceremonies and discuss what each ceremony contains:<br><br>--Protestant<br>--Catholic<br>--Jewish<br>--Civil<br>--Others<br><br>Identify the similarities and differences of the ceremonies.<br><br>Secure and examine copies of a variety of marriage ceremonies including one written by a couple.<br><br>Evaluation: Write a short paper on marriage customs. | Film No. 11, "Early Marriage" |
| 4. Planning the Wedding | Interest Approach: View a variety of wedding pictures and decide what you feel are the values and goals of each couple pictured. | |

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| a. The prospective bride will have the choice of the following types of weddings:<br><br>(1) Formal<br>(2) Semi-formal<br>(3) Informal | Read and discuss the types of weddings couples may choose.<br><br>Compare the costs of the different types of weddings.<br><br>Make a schedule of prewedding events determining who is financially responsible for each event. Include the following:<br><br>--Decide on type of ceremony<br>--Plan reception.<br>--Shop for trousseau.<br>--Select and mail invitations.<br>--Choose attendants.<br>--Other prewedding events. | Book No. 41, Married Life, Ch. 10.<br>Periodical No. 1, Modern Bride. |
| b. Weddings that are planned to fit the couple's values, goals, standards, needs, wants and resources are more likely to result in satisfaction for the couple. | Plan and carry out a mock wedding and reception.<br><br>Note to teacher: You may want students to plan their own mock wedding or use a prepared one as listed in the resource.<br><br>Evaluation: Complete a quiz on legal requirements for marriage, marriage customs, and wedding ceremonies. | Booklet No. 28, "Mary Hart Weds John Will." |
| 5. Premarital Counseling | | |
| a. Premarital counseling is a personal course of instruction adapted to prepare young people for marriage. | Read about and explain premarital counseling. | Book No. 49, Relationships: A Study in Human Behavior, p. 234. |
| b. Premarital counselors consider the individual backgrounds and specific needs of the couple concerned. | Research the importance of and the types of premarital counseling.<br><br>Survey the community to find out what premarital counseling services are available. | |

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| | Note to teacher: If it seems appropriate to teach planned parenthood here, refer to references and strategies referred to in Concept VI. | |
| 6. Planning the Honeymoon | | |
| a. The purpose of the honeymoon is<br>(1) To begin the transition to married life.<br>(2) To establish a sexual relationship.<br>(3) To learn something of one's own competence as a marriage partner.<br>(4) To provide privacy away from family and friends. | Interest Approach: Collect cartoons and arrange a bulletin board reflecting ideas about the honeymoon.<br><br>Read references to ascertain the following:<br>--The purpose of the honeymoon<br>--Why there should be this period of transition from single to married life<br>--The cost of the honeymoon | Books:<br>No. 49, Relationships: A Study in Human Behavior, Ch. 21.<br>No. 41, Married Life, pp. 332-334. |
| b. The success of the honeymoon depends upon careful planning. | List and discuss factors which can contribute to success or failure of honeymoon such as fatigue, distance from the place of the ceremony, and parental approval.<br><br>Describe how the purpose of the honeymoon can be fulfilled under the following circumstances:<br>--A week long trip<br>--Moving in with parents<br>--Moving to an apartment following the ceremony and returning to work<br><br>Identify opportunities for privacy in each of the above situations. | |

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| | Estimate the cost of a variety of types of honeymoons.<br><br>Plan a budget for a honeymoon.<br><br>Read references on beginning sexual experience in marriage and discuss how these experiences may deepen a couple's relationship.<br><br>Evaluation: Complete the following open ended statement, "My idea of a perfect honeymoon is . . ." | Booklet No. 21-b, "Getting Married" |
| D. Marriage Adjustments<br><br>1. Common Marital Adjustments<br><br>a. Preparation for a successful marriage is facilitated by an understanding of marital adjustments. | React to the statement, "The ideal marriage has no need for adjustments."<br><br>View a film or a filmstrip which illustrate how to get along with others. | Films:<br>No. 22, "Marriage Is A Partnership"<br>No. 30, "Who's Right?"<br>No. 29, "Who's Boss?"<br>Filmstrips:<br>No. 19, "Living with Others"<br>No. 18, "Living Together" |
| b. The following behaviors may become obstacles to solving problems of marriage:<br><br>(1) Jumping to conclusions<br>(2) Failure to consider the other's point of view<br>(3) Sarcasm<br>(4) Degrading the character of the partner<br>(5) Jealousy<br>(cont.) | List some behaviors which become obstacles to solving marital problems.<br><br>Dramatize the behaviors listed. | |

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| (6) Becoming emotional<br>(7) Failure to admit personal responsibilities | | |
| | Identify adjustments which are common to all newlyweds including the following:<br><br>--Economics<br>--In-laws<br>--Physical compatibility<br>--Social and recreational<br>--Religious<br>--Other adjustments<br><br>Collect pictures and cartoons depicting in-law relationships. Discuss who is usually blamed for in-law problems.<br><br>Compile rules for good in-law relationships.<br><br>Recall the family life cycle and decide how adjustments will differ in each stage. | |
| c. Happy marriage relationships are dependent on conscious efforts of the marriage partners to make adjustments. | Study stories and articles on adjustments that newlyweds encounter. | Current magazines |
| d. An important marriage adjustment is learning to react sexually to the mutual satisfaction of both partners. | View filmstrip on sexual problems and adjustments. | Filmstrip No. 28, "Sex Problems and Possibilities." |

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| | Evaluation: Role play a domestic scene in the early months of marriage in which both husband and wife are trying to get each other to change certain habits. Dramatize their frustrations and logical solutions. | |
| 2. Characteristics of a Successful Marriage | | |
| a. If a marriage is to be successful, it is essential that both partners accept an independent adult role. | Buzz Session: Discuss the following:<br>--Why do people get married?<br>--What do couples expect from the marital relationship?<br>--What does society expect from the marriage relationship?<br>--What criteria would you suggest for determining the success of a marriage?<br>--Can marriages be judged by a rigid set of standards? | Book No. 49, Relationships: A Study in Human Behavior, Ch. 25. |
| b. A successful marriage depends upon the degree to which the relationship approaches the expectation of the two partners. | Panel discussion: Invite a group of couples to speak to the class about the realities of married life. Find out if their concept of marital happiness has changed any since the early days of their marriage. | |
| c. Understanding characteristics of marital success may help a couple avoid disillusionment. | Read and react to case studies on the realities of marriage.<br>Evaluation: Defend the following statement: "No marriage can be expected to meet all the criteria for success all the time, nor can it be expected to arrive at complete perfection." | Book No. 2, Being Married, pp. 202-203. |
| 3. Solving Marital Problems | | |
| | Interest Approach: Role play situations in which husband and wife role expectations are in conflict. | |

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| a. Knowledge of techniques for problem solving contributes to resolution of conflict. | Review and discuss steps in problem solving from concept I.<br><br>Discuss how problem solving steps are used in split second decisions as well as in long term decisions.<br><br>Determine how a working knowledge of the steps in problem solving could be beneficial in making marriage adjustments. | |
| b. Ability to resolve conflict effectively contributes to marital success. | Explore the different methods of resolving conflicts in marriage such as compromise, giving in, tabling differences, quarreling, family conferences, etc.<br><br>Discuss the consequences of each method of resolving conflict.<br><br>Repeat the above role play situations indicating how conflicts may be logically solved. | Books:<br>No. 45, Personal Adjustment, Marriage and Family Living, Ch. 16.<br>No. 49, Relationships: A Study in Human Behavior, pp. 290-291.<br>No. 41, Married Life, pp. 207-213. |

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| c. A comprehension of the reasons people argue may be used to<br><br>(1) help prevent arguments,<br>(2) contribute to an understanding of arguing. | Brainstorm to identify the reasons people argue. | |
| d. Understanding types of arguing contributes to the establishment of effective means of settling family differences. | Differentiate between constructive and destructive arguing.<br><br>Discuss the cumulative effects of arguing.<br><br>Respond to the following statements:<br><br>--Arguing may be an exchange of ideas.<br>--Quarreling is an exchange of ignorance.<br><br>Group work: Role play examples of constructive and destructive arguing in dating, engagement and marriage. | Current periodicals such as<br>McCalls<br>Reader's Digest<br><br>Books:<br>No. 49, Relationships: A Study in Human Behavior, pp. 290-291.<br>No. 41, Married Life, pp. 207-213.<br>No. 45, Personal Adjustment, Marriage and Family Living, Ch. 17. |
| e. Divorce is a crisis which may necessitate outside aid for the family. | Research references to gain information in order to discuss the following questions:<br><br>--What type of problems are likely to lead to divorce?<br>--Where can help be obtained in solving these problems?<br>--With whom should the problems be discussed?<br>--With whom should the problems not be discussed?<br>--What problems may divorce create?<br><br>Take a field trip to a family court to observe the procedures of a divorce and/or a child custody case.<br><br>or | Books:<br>No. 45, Personal Adjustment, Marriage and Family Living, Ch. 22.<br>No. 49, Relationships: A Study in Human Behavior, pp. 300-303.<br>No. 41, Married Life, pp. 192-197. |

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| | Listen to a lawyer or judge explain family laws of the state such as divorce, child custody, property settlement, and other problems caused by the crisis of divorce.<br><br>Relate how one's philosophy of life affects his ability to cope with a crisis such as divorce.<br><br>Note to teacher: Summarize the unit by showing a filmstrip.<br><br>Evaluation: Select an engaged couple of your acquaintance. List the problems you anticipate they will face. Suggest possible solutions. | Filmstrip No. 32, "The Times They Are A-Changing." |

MAJOR CONCEPT: VI. Children in the Family

SUPPORTING CONCEPTS:

A. Factors Which May Influence the Decision to Become Parents

B. Planning for Parenthood

C. Growth and Development of the Infant

D. Growth and Development of the Toddler

E. The Preschool Child

F. The Playschool

UNIT OBJECTIVE: Upon completion of this unit the student will be able to analyze the factors which affect decisions to become parents and factors which need to be anticipated in dealing with young children.

STUDENT PERFORMANCE OBJECTIVES: The student will

A. Recognize the factors a couple needs to consider in deciding to become parents.

B. Analyze the basic factors which influence family planning and aid in the development of a happy well adjusted family.

C. Analyze the factors which influence the development of the infant.

D. Identify the stages of development of a toddler.

E. Choose some effective guidance techniques for children ages three to five years.

F. Practice guidance techniques for preschool children in a playschool situation.

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| A. Factors Which May Influence the Decision to Become Parents | | |
| 1. Attitudes Toward Children | Complete a pre-test to identify individual attitudes toward children. | Appendix VI-A, "My Attitudes Toward Children," p. 274. |
| a. It is important for individuals to determine their attitudes toward children before they assume the responsibility of parenthood. | Read articles which deal with incidents involving attitudes toward children.<br><br>Report to class the issues involved in the articles you read.<br><br>or | Magazine or newspaper articles selected by the students and/or teacher. |
| b. When families treat children impersonally<br><br>(1) They tend to develop physically at a slower rate.<br><br>(2) Their intellectual performance suffers. | Read and discuss references to determine how a child might be affected by the following:<br><br>--Being wanted by parents<br>--Being unwanted by parents<br>--Being given tender and loving care by adults | |
| c. When a husband and wife have differences which they are unable to resolve, the arrival of a child is almost certain to increase these differences, rather than simplify them. | Brainstorm to determine the adjustments couples need to achieve prior to the birth of their first child.<br><br>List and discuss all suggestions made by class members. | |

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| 2. Parental Responsibilities and Adjustments | Choose the main categories of responsibilities involved in the total role of becoming a parent. | |
| a. Most couples need to adjust to living together and to work out a successful relationship before adding pregnancy to the complications. | Read and discuss references to determine the skills, attitudes, and emotional maturity couples need to possess before becoming parents.<br><br>or | Books:<br>No. 2, Being Married, Ch. 19, pp. 378-379.<br>No. 33, Learning About Children, pp. 16, 79, 240. |
| b. The birth of a child requires the parents to adjust their routine to meet the needs of the child. | Interview young parents to find out how adequately they planned for their first child.<br><br>Prepare a list of questions you wish the young parents to answer. Include the following:<br><br>--Were you emotionally ready for parenthood?<br>--Did you anticipate all of your needs and those of the baby?<br>--Did the baby change the way you felt about each other?<br>--Were you able to give the baby loving care without sacrificing the attention you gave each other?<br><br>Report to the class on the result of the above interviews. Compare and assess findings. | |
| 3. Family Influences | | |
| a. Acceptable child rearing practices vary from culture to culture. | Research and discuss the differences in the size of families and in the differences in child rearing practices which distinguish one culture from another. | Books:<br>No. 67, Understanding and Guiding Young Children,<br>No. 60, These Are Your Children, Ch. 1. |

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| | Note to teacher: This would be a good place to use a resource person who is familiar with other cultures. | |
| b. A couple's religious values will influence their attitude about having children. | Research religious factors that may influence the following:<br>--The size of the family<br>--The rearing of children<br>Summarize and compare findings. | Book No. 67, Understanding and Guiding Young Children, p. 30. |
| 4. Hereditary Factors<br>a. Influence of Heredity<br>(1) Heredity is the transmittal of genetic characteristics which cannot be changed. | Complete and discuss a pretest on heredity. | Book No. 69, When You Marry, Ch. 13, p. 264. |
| | Refer to references to find genetic determinates.<br>List and define terms found in references. | Books:<br>No. 41, Married Life, Chs. 2 and 14.<br>No. 8, Child Care and Development, pp. 359-362. |
| | View a filmstrip on the influence of genetics.<br>Determine hereditary factors which might influence a couple to decide not to become parents. | Filmstrip No. 7, "DNA and You" |

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| (2) On each of the chromosomes are many genes which determine the specific physical traits passed on through heredity. Some genes are dominant while others are recessive. | Examine a chart which shows the dominant and recessive genes in man. Discuss which physical traits are determined by genes. Include the following:<br><br>--Eye color<br>--Skin color<br>--Bone structure<br>--Other traits | Books:<br>No. 64, Thresholds to Adult Living, Ch. 2.<br>No. 8, Child Care and Development, Ch. 23. |
| (3) The sex of a baby is determined by the combination of chromosomes resulting from the sperm from the father joining the egg from the mother. | Check references to learn when and how the sex of a baby is determined. Discuss the misconception many people have of this fact.<br><br>Class project: Draw a diagram or prepare a bulletin board on how chromosomes from mother and father pair up to produce a boy or a girl baby. | Book No. 69, When You Marry, Ch. 13.<br>Booklet No. 34, "Prenatal Care" |
| (4) Complications of the Rh factor can occur only if the father has Rh positive blood and the mother has Rh negative blood. | Read and discuss references to learn about the Rh factor. Summarize learnings.<br><br>or<br><br>Invite a resource person to discuss the Rh factor and newest treatment which prevents complications.<br><br>Note to teacher: You may also wish to have the resource person develop the concepts of miscarriage and birth defects. | Books:<br>No. 8, Child Care and Development, Ch. 23.<br>No. 41, Married Life, Ch. 14.<br>Suggested resource persons: health nurse, couple composed of Rh positive male and Rh negative female. |
| b. Multiple Births | Interest Approach: Invite identical and fraternal twins to visit the classroom. Observe their differences and similarities.<br><br>or<br><br>Bring pictures of twins and analyze their physical characteristics. | |

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| (1) Identical twins are the products of a single egg, while fraternal twins are products of two different eggs fertilized by two different sperm. | Consult references to determine the following:<br>--Cause of identical and fraternal twins<br>--Differences in identical and fraternal twins | Books:<br>No. 69, When You Marry, Ch. 13.<br>No. 57, The Developing Child, Ch. 2.<br>Booklet No. 34, "Prenatal Care" |
| (2) Triplets, quadruplets and quintuplets are formed by different combinations of the same fertilization process which produces twins. | Read reports on articles about multiple births other than twins. Share with class.<br>Examine charts which illustrate the position of multiple fetus in the uterus. | Current magazine and newspaper articles.<br>Book No. 5, Birth Atlas. |
| c. Abnormalities | | |
| (1) Miscarriage is a lay term referring to the expulsion of the fetus from the uterus at a time before it has developed enough to live in the outside world. | Discuss causes of miscarriage and how it may be prevented.<br>View a filmstrip on birth defects. | Filmstrip No. 67, "More Than Love." |
| (2) Some drugs may harm unborn babies. | Discuss the effect of LSD and other drugs on chromosomes. Compile research. | Local health department |
| 5. Personal Factors | | |
| a. One of the most important decisions a couple has to make is the decision to become parents. | Discuss the factors couples must consider when making the decision to become parents. Include the following: | Book No. 67, Understanding and Guiding Young Children, pp. 28-30. |

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| | --Economic conditions<br>--Health of the parents<br>--Religious beliefs<br>--Age of parents<br>--Other factors | |
| b. The years between eighteen and thirty-five are generally considered the prime child-bearing years for women. | Read references to determine the best age for bearing children. Discuss advantages and disadvantages of bearing children at different age levels. | Book No. 8, Child Care and Development, Ch. 17. |
| c. How many children to have is a very personal and private decision and no longer needs to be left entirely to chance. | Note to teacher: Develop some case studies on family size from which the students may work.<br><br>Using case studies, determine appropriate family size and structure in various situations. | Book No. 8, Child Care and Development, Ch. 17. |
| d. Due to health or personal reasons many couples are choosing to adopt a child. | Read references to become familiar with adoptive procedures.<br><br>Listen to a resource person describe adoptive procedures. Include the following:<br><br>--Waiting period<br>--Qualifications<br>--Cost<br>--Availability<br>--Age requirements<br>--Other factors<br><br>Draw conclusions as to the advisability of adopting a child. | Books:<br>No. 8, Child Care and Development, pp. 269-270.<br>No. 56, The Chosen Baby.<br><br>Public Affairs Pamphlets<br><br>Current periodicals<br><br>Suggested resource persons: welfare worker, adoptive parent. |

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| | Evaluation: Complete one of the following statements:<br>--I expect to have children because . . .<br>--I do not expect to have children because . . . | |
| B. Planning for Parenthood<br>1. Cost of Having a Baby | Note to teacher: Students will do the following activities in groups. | |
| a. The expense of pregnancy necessitates planning and wise use of financial resources to prevent strain on the family budget. The financial demands of pregnancy may influence the following:<br>(1) The personal relationships within the family<br>(2) The ability to make wise decisions in financial matters<br>(3) Marital adjustments | Compile a list of financial decisions and plans which expectant parents must make, such as the following:<br>--Layette choice<br>--Hospital room choice and cost<br>--Medical costs<br>--Additional household help<br>--Loss of mother's income<br>Estimate the cost of each of the above.<br>Discuss the different methods of payment for maternity care.<br>Make a spending plan for the coming year for a young couple expecting their first child based on a monthly income of $400. Analyze the plan of each group other than your own. | Catalogues, newspaper ads |

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| b. The manner in which financial demands created by an expanding family are met tends to influence relationships within the family. | Group work: Itemize the cost of having a baby and the cost of adopting a baby.<br><br>Compile the lists of all the groups. Draw conclusions. | Book No. 57, The Developing Child, Ch. 2. |
| c. Medical and hospital insurance is especially worth while during the family-bearing years. | Interview parents with young babies to find out the range of expenses incurred in the community for hospital, doctor's fees, equipment, etc. Decide if these expenses could have been met without medical and hospital insurance. | Parents of young babies |
| | Interview parents with an adopted child and determine the costs they encountered when adopting.<br><br>Report findings of the above interviews to class.<br><br>Compare the costs enumerated by the parents and those itemized by the class.<br><br>Compare the cost of giving birth to a child with the cost of adopting a child. | Parents of an adopted child |
| d. Babies need only a small number of clothes because most of their time is spent sleeping and they outgrow clothing rapidly. | Invite a resource person to bring a layette to class, discuss the approximate importance of each item, and tell the cost of each item. | Suggested resource persons: representative of children's clothing store or department store, young parent, health department nurse. |
| | Examine the above layette, and discuss which items might be eliminated. | Book No. 54, Textiles For Home and People, Ch. 19. |
| | Interview young mothers to ascertain the cost of food, medical bills, diaper service, and any other expenses in the first year of a baby's life. Report findings to the class. Compare costs. | Suggested resource persons: young mothers in the community. |

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| | Group work: Look at catalogues and newspaper ads to compile a list of miscellaneous items which are bought for most infants during the first year.<br><br>Itemize their cost. Include the following:<br><br>--Toys<br>--Photographs<br>--Snapshots<br><br>Generalize on the relationship between financial planning and the pleasantness surrounding the birth of a new baby.<br><br>Evaluation: Role play a young couple as they make financial plans for their first child. Include the planning session, and adjustments they will need to make in their spending and saving pattern. | Catalogues, newspapers |
| 2. Human Reproduction | | |
| a. A knowledge of the terminology of a subject will enable one to better communicate with others on this subject. | Read and discuss references which explain the process of fertilization and reproduction. Choose, define, and discuss the following vocabulary words found in references:<br><br>--Ova<br>--Sperm<br>--Ovulation<br>--Fertilization<br>--Uterus<br>--Semen<br>--Vagina<br>--Cervix<br>--Fallopian tubes<br>--Testes | Books:<br>No. 41, Married Life, Ch. 3.<br>No. 49, Relationships: A Study in Human Behavior, pp. 318-326. |

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| | View and discuss a film which illustrates the process of human reproduction. | Films:<br>No. 16, "Human Reproduction"<br>No. 28, "Understanding Human Reproduction" |
| b. Conception occurs when the male sperm meets the female ovum. | Question Box: Write a question or questions which you would like to have answered concerning conception. Place individual questions in the question box. | |
| | Invite a resource person to speak to the class about conception. | Suggested resource persons: nurse or physician. |
| | Note to teacher: Group the questions, and submit to the resource person a minimum number of questions which will cover the students' queries. If possible, submit these to the resource person in advance. Be sure to include how and when conception occurs and the tests for pregnancy. | |
| | Evaluation: Complete a written vocabulary test on human reproduction or match vocabulary words with reproductive diagram prepared by the teacher, and answer questions on the process of conception or complete a multiple choice quiz on conception. | |
| 3. Contraception | | |
| a. Unanticipated pregnancies are often a strain on family resources. Both the parents and the child suffer when their needs are inadequately met. Community agencies are available for advising parents who want to limit or space their children. | Identify your feeling concerning family planning by completing a questionnaire. | Appendix VI-B, "How Do You Feel About Family Planning?" p. 275. |
| | Discuss the pros and cons of family planning. Include the following:<br>--Emotional implications<br>--Physical implications<br>--Religious implications<br>--Financial factors<br>--Ecological factors | Book No. 49, Relationships: A Study in Human Behavior, Ch. 29.<br>Variety of booklets available at local health department. |

| Some Supporting Content and Generalizations | Teaching Strategies Learning - Evaluating Experiences | Resources |
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| | Determine some reasons for spacing children.<br><br>Identify resources available in the community that aid couples in planning their families. | |
| b. Family planning is the process of regulating<br><br>(1) the number of offspring,<br>(2) the time at which babies are born,<br>(3) the period that elapses between pregnancies. | Debate: "Parenthood should be planned." | Book No. 8, Child Care and Development, Ch. 29. |
| c. Social, emotional, and biological factors are involved in conception control. | Define conception control.<br><br>Research and report on various methods of conception control. Distinguish between those methods that may be used temporarily and permanently. | Book No. 49, Relationships: A Study In Human Behavior, Ch. 29. |
| d. No contraceptive device is one hundred percent effective. | Listen to a resource person discuss conception control methods. Ask questions to clarify your understanding of contraception.<br><br>Note to teacher: The same resource person might be used to help develop the concept of "Signs of Pregnancy."<br><br>Evaluation: Write a paragraph on your ideas about family planning and list in order of relative effectiveness some conception control methods. | Suggested resource persons: representative of Planned Parenthood, county health nurse, physician, nurse. |

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| 4. Symptoms of Pregnancy | | |
| a. Symptoms of pregnancy may occur early in the pregnancy, but the same symptoms are not experienced by all persons. | Read and discuss references which describe early symptoms of pregnancy and how they may differ from one individual to another. | Books:<br>No. 49, Relationships: A Study in Human Behavior, pp. 352-353.<br>No. 2, Being Married, pp. 380-382.<br>No. 57, The Developing Child, p. 35.<br><br>Booklet No. 34, "Prenatal Care," p. 3. |
| b. The most positive confirmations of early pregnancy are made by clinical tests. | Listen to a resource person explain the following:<br>--Examples of early symptoms of pregnancy<br>--When symptoms begin in relation to fertilization<br>--The clinical tests which give early positive confirmation of pregnancy<br><br>Evaluation: Write a short paper on the first symptoms of pregnancy. | Suggested resource persons: county health nurse, local mother who is also an R.N. |
| 5. Prenatal Development | | |
| a. The development of the fetus is influenced by many factors. | Read references on prenatal care and development.<br><br>Determine the factors which influence the development of the fetus.<br><br>Define the following terms which relate to prenatal development:<br>--Prenatal environment<br>--Zygote<br>--Embryo<br>--Fetus<br>--Placenta<br>--Umbilical cord<br>--Fallopian tube | Book No. 57, The Developing Child, Ch. 2. |

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| b. Prenatal development follows a definite pattern. | Examine charts and drawings which show how the embryo grows and develops during various stages of pregnancy. | Books:<br>No. 5, Birth Atlas.<br>No. 10, Children: A Study in Individual Behavior, pp. 65-67. |
| c. Development which occurs before birth provides the foundation for growth and development of the child throughout life. | List the main characteristics of development which occur each month during pregnancy.<br><br>Evaluation: Complete a multiple choice quiz on prenatal development.<br><br>or<br><br>Write a paper entitled, "What I Learned About Prenatal Development." | |
| 6. Prenatal Care | | |
| a. The expectant mother's nutrition and health habits affect the health of both the fetus and the mother. | Research dietary needs during pregnancy.<br><br>Develop a suggested diet for a pregnant woman. | Book No. 57, The Developing Child, Ch. 2.<br><br>Booklet No. 34, "Prenatal Care" |
| b. It is usually safe to continue regular physical activities during pregnancy. | Group work: Determine which activities are recommended and which are not recommended during pregnancy. Include the following:<br><br>--Traveling<br>--Smoking<br>--Drinking<br>--Working outside the home<br>--Exercise | |

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| | Report conclusions to class. | |
| c. Most pregnant women may avoid fatigue by sleeping eight hours at night and by taking rest periods during the day. | Determine the causes of fatigue in pregnant women and how it may be avoided. | |
| d. The comfort of the mother during pregnancy is affected by the type of clothing she wears. | View and examine a display of maternity clothing. | |
| | Review current publications to determine what is fashionable in maternity clothes. | Magazines, catalogues, newspapers |
| | Discuss the ways in which maternity clothing may affect the morale of the expectant mother and/or father. | Booklet No. 34, "Prenatal Care" |
| | Formulate guidelines for choosing maternity clothes. | |
| | Use guidelines to evaluate clothing on display. | |
| e. It is important for the expectant mother to have good medical care in order to remain in good health and to protect the development of the fetus. | Cite the places where a woman may obtain an examination to confirm pregnancy. Include the following:<br>--County health department<br>--Private physician<br>--Hospital clinic<br>--County medical society | |
| | Determine points to be considered in the selection of a doctor. | |
| | Role play a wife, a husband, and a doctor during the first visit to confirm a pregnancy. | |

| Some Supporting Content and Generalizations | Teaching Strategies Learning - Evaluating Experiences | |
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| f. It is important for a pregnant woman to see her doctor regularly. | Using references, conclude what may be expected on subsequent visits to the doctor.<br><br>or<br><br>Listen to a resource person tell about medical care during prenatal period.<br><br>Decide the value of such medical care.<br><br>Evaluation: Answer the following questions:<br><br>--Which foods are most needed to meet dietary needs during pregnancy?<br>--What is most amazing to you during the prenatal development stages? Why?<br>--Why should a married woman always think in terms of the possibility of being a pregnant woman as she considers health practices? | Booklet No. 34, "Prenatal Care" |
| 7. Labor and Delivery | | |
| a. A well informed, cooperative mother-to-be is more likely to have a smooth delivery. | Interest Approach: Brainstorm tales and ideas about childbirth, and follow with a truth session. | |
| b. When it is time for delivery, the mother begins to experience regular contractions of the uterus. | Research the process of childbirth. Discuss how the mother's body is suited for pregnancy and delivery. | Books:<br>No. 48, Pregnancy and Birth, Ch. 13.<br>No. 12, Conception, Birth and Contraception. |

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| | | Booklets:<br>No. 30, "Mrs. King Has A Baby"<br>No. 54, "Your Baby Is Coming Soon" |
| c. The plan for delivery should be decided upon early in pregnancy. | Select and analyze several types of plans for the delivery of a baby. | |
| d. A knowledge of the process of birth enables one to develop a wholesome attitude toward reproduction and birth. | Interview experienced persons to find out what arrangements are necessary for hospital confinement in the local community. | Suggested resource persons: parents, hospital administrators, representative of hospital insurance plans. |
| | Share with the class the results of the interviews. | |
| | Draw conclusions as to the availability of hospital services in the local community. | |
| e. Labor is divided into three stages:<br>(1) The first stage begins with the dilation of the cervix and lasts until the cervix has dilated sufficiently to allow the fetal head to pass into the vaginal canal.<br>(2) The second stage consists of the fetus passing through the birth canal and the cutting of the umbilical cord.<br>(3) In the third stage the placenta and fetal membranes are expelled. | View a filmstrip to become familiar with the three stages of labor. | Filmstrip No. 14, "Having A Baby" |
| | or | |
| | View pictures to become familiar with the three stages of labor. | Books:<br>No. 5, Birth Atlas.<br>No. 12, Conception, Birth and Contraception. |
| | View and discuss a film on the birth process. | Films:<br>No. 3, "A Normal Birth."<br>No. 19, "Labor and Childbirth." |

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| | Note to teacher: Prepare a film guide which includes the following:<br><br>--What activities characterize the three stages of labor?<br>--How do the length of the labor periods for the first child compare with the length of the labor period for subsequent children?<br>--What surgical measures are sometimes used to aid delivery?<br><br>or<br><br>Invite a resource person to answer questions about the entire concept of childbirth.<br><br>Problem Solving: Decide what to do if one can't go to a hospital for the delivery of the baby.<br><br>Note to teacher: Select students to prepare reports on the following: | Suggested resource persons: doctor, nurse, Red Cross representative. |
| f. Natural childbirth seeks to relieve the discomfort of the birth process by educating the mother. | --Natural childbirth | Book No. 35, Life Before Birth.<br>Booklet No. 34, "Prenatal Care." |
| g. Recent advances in medical technology include local anaesthetics which do not enter the blood stream. | --Recent advances in medical technology that have reduced infant mortality. | Book No. 48, Pregnancy and Birth, Ch. 14. |

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| h. Most babies are born head first because the baby's head is the biggest part of his body; however, in a breech presentation, a baby is born feet or buttocks first. | Examine pictures which show the various positions of the fetus at birth.<br><br>Discuss how the fetus is influenced by its position at birth. | Books:<br>No. 5, Birth Atlas.<br>No. 48, Pregnancy and Birth, Ch. 14.<br><br>Booklet No. 34, "Prenatal Care." |
| i. If the baby cannot be born through the birth canal, the doctor performs a Cesarean section in which he makes an incision through the abdominal wall and delivers the baby. | Research where the term "Cesarean section" originated. Diagram where the incision is made. List reasons for the need of a Cesarean section. | Books:<br>No. 5, Birth Atlas.<br>No. 48, Pregnancy and Birth. Ch. 14. |
| j. Professionally trained persons with adequate facilities can usually deal successfully with the complications of childbirth. | Field Trip: Visit the maternity ward of a local hospital to see<br><br>--the labor room,<br>--the delivery room,<br>--the newborn babies in the nursery.<br><br>Note the differences in the size, weight and length of the babies observed.<br><br>Trace what happens to the mother from the time she is admitted to the hospital until she is dismissed.<br><br>Ask the person in charge of the hospital nursery to explain the care the infant receives immediately following delivery. Include the following:<br><br>--Removal of fluids<br>--Severing of umbilical cord<br>--Treatment of the eyes<br>--Identification<br><br>Discover the additional care the hospital provides for the infant from the time of delivery until his dismissal. | |

| Some Supporting Content and Generalizations | Teaching Strategies Learning - Evaluating Experiences | Resources |
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| | Participate in a rap session on childbirth. Indicate changes in your attitude as a result of this study.<br><br>Evaluation: Complete a written test on labor and delivery. | |
| 8. Postnatal Concerns and Care | | |
| a. Parents' attitudes toward their children are as important as their actions. | Brainstorm to determine the concerns of young parents. The concerns considered may include the following questions:<br><br>--Will the wife be able to regain her prepregnancy figure?<br>--How can they get enough rest and still care for the baby?<br>--How can they take care of the baby and not neglect each other?<br><br>Group work: Research answers to the questions which come out of the brainstorming session. | Booklet No. 34, "Prenatal Care." |
| b. Parenthood requires adjustment by all family members. | Interview young couples to learn how they felt about their new role as parents. Include such questions as the following:<br><br>--Did the mother experience "post partum blues?"<br>--What adjustments were necessary in the home life after the baby arrived?<br><br>Report the results of the interviews to the class and compare findings. | |

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| c. As soon as the baby is born, the uterus starts to shrink, but it may take six weeks for it to return to its usual state. It is desirable that the mother have a medical examination by the end of six weeks, to determine the progress of her healing. | Research to find out how and when female reproductive organs return to their normal size and condition after childbirth. See an illustration of involution. Conclude why a six weeks examination is desirable. | Book No. 48, Pregnancy and Birth, Ch. 17. |
| | Evaluation: Complete the following open-ended statement. "Postnatal mental and physical problems may be avoided by . . ." | |
| C. Growth and Development of the Infant | | |
| 1. Infant Care | Interest Approach: Prepare a bulletin board entitled "Infant Care" on which are displayed various booklets and pamphlets related to caring for infants. | |
| | Read references on infant care. | Books:<br>No. 57, The Developing Child, Ch. 3.<br>No. 10, Children: A Study in Individual Behavior, Ch. 5. |
| a. A newborn baby is red and wrinkled with a head one-fourth the size of his body; his average weight is seven pounds, and his average length is twenty inches. | Discuss how the appearance of a newborn baby may be disappointing to parents who do not realize that the baby will change his appearance rapidly as he grows. | |

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| b. Since a newborn baby is completely helpless, he needs someone to love and protect him and give him an opportunity to grow and develop. | Describe the type of care a newborn baby will require in order to be healthy and secure. | |
| c. Lactation is the period during which milk is secreted by the mother. | Define lactation. | |
| d. The food a child eats contributes to his health, rate of growth, and vitality. There are two acceptable methods of feeding a newborn baby.<br>(1) Breast-fed babies develop fewer allergies, skin rashes, colds, coughs, and are rarely constipated. Their milk is always safe and warm.<br>(2) Bottle feeding does not confine the parent and is necessary if the mother<br>--does not enjoy breast feeding,<br>--is nervous or irritable,<br>--must go back to work. | Consult references to determine the advantages and disadvantages of both breast feeding and bottle feeding.<br><br>Debate: "It is more desirable to breast feed than to bottle feed a baby." | Booklets:<br>No. 39, "The La Leche League Newsletter"<br>No. 40, "The Womanly Art of Breastfeeding"<br>No. 14, "Facts About Breast Feeding"<br>No. 51, "You and Your Contented Baby"<br>No. 26, "Infant Care"<br><br>Books:<br>No. 9, Child Growth and Development, Ch. 6.<br>No. 8, Child Care and Development, Ch. 9.<br>No. 47, Please Breast Feed Your Baby.<br>No. 57, The Developing Child, Ch. 4.<br>No. 67, Understanding and Guiding Young Children, pp. 48-49. |

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| | | No. 33, Learning About Children, pp. 126-127.<br>No. 55, The Child Under Six, Ch. 6. |
| | Summarize the points in favor of, or against both bottle feeding and breast feeding. | |
| | Predict the effect on the baby if a mother smokes, drinks, or uses drugs while she is breast feeding her baby. | |
| e. The amount of milk a baby needs and the times for feeding vary according to the patterns of his growth. | View a film on the self-demanded schedule of baby feeding and discuss. | Film No. 5, "Baby Feeding" |
| | or | |
| | Read reference on self-demand schedule. | Book No. 55, The Child Under Six, Ch. 7. |
| | Examine and evaluate a display of bottle feeding equipment. | Kit No. 1-a, "Bottle Feeding." |
| | Group work: Demonstrate the correct procedure for one of the following:<br>--Making a formula<br>--Sterilizing bottles or using presterile throw-aways<br>--Feeding the baby<br>--Burping the baby | |
| | Report on supplements to bottle feeding and the appropriate time for adding each supplement. Explain the need for a vitamin supplement. | |
| | Summarize the important points to remember concerning the feeding of an infant. | |

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| f. The following facts should be remembered when bathing a baby: | Observe a young mother demonstrating how she bathes her baby.<br><br>or | Young mother from the community. |
| (1) The baby is never to be left alone in the bath water because of the danger of drowning or a serious injury. | View a film on how to bathe a baby.<br><br>or | Films:<br>No. 7, "Baths and Babies"<br>No. 6, "Bathing the Baby" |
| (2) The procedure used in bathing a baby is determined by the age of the baby and by the equipment available. | Complete programmed instruction on how to bathe a baby.<br><br>or | Programmed Learning No. 1, "Baby Care." |
| (3) Test the temperature of a baby's bath water on the wrist or elbow because a baby's skin is more sensitive than an adult's hand. | Observe a group of students, or the teacher, demonstrating the bathing of a baby using a life-size doll.<br><br>Note to teacher: You may want to develop the concept of dressing the baby along with bathing the baby.<br><br>Participate in a "swing-around" to review ways to make a baby's bath enjoyable. | Book No. 57, The Developing Child, Ch. 4.<br><br>Chart No. 1, "How To Bathe A Baby." |
| g. Children enjoy clothing if it is comfortable, and suited to their needs. | Develop guidelines for selecting clothing for the infant and young child.<br><br>View a display of clothing for the infant and young child. | Book No. 36, Living and Learning with Children, Chs. 1 and 2. |

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| | Analyze the garments on display in light of the guidelines which were developed. | |
| h. Improved laundry methods make it possible to keep a baby clean and attractively dressed with a minimum number of garments. | Plan a minimum wardrobe for a baby. | |
| | Calculate the cost of the minimum wardrobe. | Magazines, catalogues, newspapers, pricing garments in local stores. |
| | Examine a variety of diapers available. | |
| i. Diapers need to be folded with the thickest folds in the front for a boy baby and in the back for a girl baby in order to apply the most cloth where there is the greatest need. | Consult references to compare the different methods of folding and pinning a diaper on a baby. | Books:<br>No. 9, Child Growth and Development, Ch. 7.<br>No. 57, The Developing Child, Ch. 4. |
| | Practice folding and changing diapers on a life-size doll. | |
| j. Babies are happiest when dressed with the least amount of handling. | Demonstrate efficient methods of dressing an infant with the least amount of discomfort using a life-size doll.<br><br>Note to teacher: This concept may be developed along with the concept of bathing a baby. Both demonstrations can be done at the same time. | |
| k. Sleep habits affect a child's growth. | Examine references to determine the amount of sleep usually required by infants and how this decreases as they mature. | Books:<br>No. 57, The Developing Child, Ch. 4.<br>No. 9, Child Growth and Development, Ch. 8.<br>No. 67, Understanding and Guiding Young Children, Ch. 2. |

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| l. A baby's wakefulness at night may be solved by shortening his daytime naps. | Participate in a "swing-around response" to the question, "How can you get a baby in the proper frame of mind for sleeping?"<br><br>Invite a person who is experienced in caring for infants to discuss their sleeping patterns and to answer questions about what to do when the baby is wakeful at night. | |
| m. A newborn needs a room of his own because during the first six months he sleeps 15-18 hours a day. | Describe desirable characteristics for a room where the baby is to sleep. Include the following:<br><br>--Light<br>--Temperature<br>--Quiet<br>--Others | Book No. 57, The Developing Child, Chs. 2 and 3. |
| n. To prevent possible suffocation, select a firm mattress and do not use a pillow in the baby's bed. | Comment on the type of bedding and sleeping garments which should be provided for an infant.<br><br>Point out some safety practices to observe in relation to a child's sleeping arrangement.<br><br>Develop a criteria for evaluating an infant's bed, bedding, and sleeping garments. | |
| o. Providing a healthy, safe environment contributes to the prevention of disease, accidents and emergency situations. | Respond to the following questions:<br><br>--How often does the mother take the child to visit the doctor during the first year?<br>--What is the purpose of these visits?<br>--What routine activities may be prescribed by the physician? | Books:<br>No. 8, Child Care and Development, Ch. 23.<br>No. 57, The Developing Child, Ch. 17. |

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| (1) Knowledge of childhood illnesses contributes to effective child care.<br>(2) Skill in caring for the sick child influences the child's attitudes toward illness.<br>(3) Medical care is an important aspect of providing for the needs of the infant and young child. | --Are there community agencies which provide needed services for babies either free or at a minimum charge?<br>--What are some guidelines for determining when a child should be taken to the doctor other than for regular check-ups?<br>--What are some common causes of accidental injury of infants?<br>--What are some of the communicable diseases contracted by children?<br>--What are some symptoms of each of these communicable diseases?<br>--Which are the most serious? Can they be prevented, and how should they be treated?<br><br>Evaluation: Complete a true-false quiz on infant care. | |
| 2. Physical Development of the Infant | | |
| a. Each infant develops in his own way and at his own speed. | Interest Approach: View a film on the physical development of a baby.<br><br>Note to teacher: Develop a film guide which includes the following questions:<br><br>--What is the definition of physical development?<br>--What is included in the physical development of the infant?<br>--What factors influence the physical development of the infant?<br><br>or<br><br>Read references to determine the physical development of the infant. | Film No. 20, "Life With Baby"<br><br>Books:<br>No. 8, Child Care and Development, Chs. 4 and 9.<br>No. 57, The Developing Child, Chs. 3 and 4. |

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| | Note to teacher: You may wish to develop the concept of Emotional, Mental and Social Development before completing the following strategies. | |
| b. Development is continuous, proceeds in an orderly sequence with periods of acceleration and deceleration occuring in each phase of development. | Invite adults to bring infants to school for observation.<br><br>One day observe a six week old child and a three months old child. Ask the adult to tell what the babies have learned to do at this point.<br><br>Another day observe children six months old and twelve months old. Ask the adults to tell how these children show a readiness to sit, stand, crawl, or walk.<br><br>or<br><br>Observe children in their own homes.<br><br>Describe the opportunities and activities these children have which promote physical growth and development.<br><br>Evaluation: Complete a quiz which requires the matching of a number of physical developments of infants with the approximate age at which each physical development is reached. | Suggested resource persons: mothers or grandmothers. |

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| 3. Emotional, Mental and Social Development of the Infant | | |
| a. During the baby's first year foundations for emotional, mental, and social growth are established by his relationships with other people. | Read and discuss references dealing with social, mental, and emotional development during the first year. | Books:<br>No. 57, The Developing Child, Chs. 5 and 6.<br>No. 8, Child Care and Development, Ch. 4. |
| b. Mothering is looking after, caring for and loving the child. | Define mothering.<br><br>Discuss the personality characteristics needed by the parents if they are to communicate a warm, accepting attitude toward their child. | |
| c. Body controls and motor accomplishments are indicators of mental growth. | Relate physical development to intellectual development. | |
| d. A variety of mental and physical experiences promote a child's intellectual growth. | List a variety of interesting things one can provide for a baby to see, hear, and/or feel. | Book No. 57, The Developing Child, Ch. 6. |
| e. Environment influences language development. | Discuss reasons for avoiding the use of baby talk when communicating with children. | Book No. 62, The Tasks of Childhood, Ch. 8. |
| | Review books suitable for use with infants.<br><br>Note to teacher: These books may be brought by students or borrowed from a library, a book store or a department store. | Book No. 67, Understanding and Guiding Young Children, Ch. 6. |
| | Cite examples of ways all members of a family, their friends, and relatives may contribute to the baby's total development. | |

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| | Devise guidelines for observing the social development of a child. Observe and report on how an infant is learning to make social responses to his family. | |
| | Invite a resource person to discuss the value of play in developing social maturity. | Suggested resource persons: Counselor, nursery teacher, day care manager. |
| | or | |
| f. Play is an important part of the child's development. | Observe infants at play. Report on how play experiences provide opportunities for social, mental, and emotional growth. | |
| | or | |
| | Research a book which describes games to be played with infants. Demonstrate or describe one of these games to the class. | Book No. 1, Baby Learning Through Baby Play. |
| | Evaluation: Refer to references and list the development of a child from birth to one year in the sequential order in which it usually occurs. Include emotional, mental and social development. | |
| D. Growth and Development of the Toddler | | |
| 1. Physical Development of the Toddler | | |
| | Discuss what is included in the physical development of the child one to three. | |

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| a. Knowledge of growth and development patterns lead to better understanding and guidance of children. | Read references on the physical development of young children. | Books:<br>No. 57, The Developing Child, Ch. 7.<br>No. 8, Child Care and Development, Ch. 5. |
| b. Children of the same age tend to have similar physical characteristics. | List factors which influence the physical development of children. | |
| c. Development proceeds in an orderly sequence but growth varies from person to person | Observe children and list opportunities or activities that serve to promote physical growth and development.<br><br>Evaluation: List the physical characteristics of toddlers. | |
| 2. Emotional, Mental and Social Development of the Toddler | Discuss what is included in the emotional, social and mental development of the toddler. Include the following: | |
| a. Language is a part of the total social, emotional and mental development of the child. | --Language | |
| b. Play can contribute to the total development of the child. | --Play | |
| c. Social adjustments are learned by association with others. | --Social adjustments | |
| | Read references on the emotional, social, and mental development of the toddler. | Book No. 57, The Developing Child, Chs. 8 and 9. |

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| | List factors which influence the emotional, social and mental development of the toddler.<br><br>Observe children, age one to three, and list opportunities or activities that serve to promote emotional, social and mental development.<br><br>View and discuss a film which shows the development of a toddler.<br><br>Note to teacher: These films are old, but the developmental characteristics are quite good.<br><br>Evaluation: When given a list of developmental stages and guidance techniques, choose those which apply to toddlers. | Films:<br>No. 24, "Terrible Two's and Trusting Three's"<br>No. 1, "Abby's First Two Years" |
| E. The Preschool Child | Read and discuss references on the following types of development of the preschool child: | Books:<br>No. 57, The Developing Child, Chs. 10, 11 and 12.<br>No. 8, Child Care and Development, Chs. 5, 6 and 8.<br>No. 10, Children: A Study in Individual Behavior, Chs. 7, 8 and 11. |
| 1. The growth of a child's body is not regular but develops in a predictable pattern. | --Physical development | |

2. Social development encompasses the process of learning the values, attitudes, knowledge, skills, and techniques which a society possesses.

3. The mind is not used exclusively for thinking, but directs movement, controls our emotions, and determines our behavior.

4. There are many factors that combine to determine a person's emotional responses. Three of the most important are

   a. basic individuality,
   b. age,
   c. environmental circumstances.

--Social development

--Mental development

--Emotional development

Visit children in a kindergarten or Head Start program to observe various stages of physical, social, mental and emotional development.

Discuss the parents' responsibility for furthering the development of the young child.

Role play some situations which illsutrate how parents may help a child develop physically, socially, mentally and emotionally.

View and discuss a film which shows the development of the preschool child.

Film No. 15, "Frustrating Fours and Fascinating Fives"

Note to teacher: This film is old but the concepts are good.

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| 5. Guidance of the Preschool Child | Make a chart of physical, emotional, social and mental development of the preschool child. Example: | |

| Development of the Preschool Child | | | |
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| Physical Development | Social Development | Mental Development | Emotional Development |
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Present mini-skits illustrating how physical, emotional, social and mental development are interrelated.

Evaluation: Given a list of characteristics of children between one and six, indicate which are typical of preschoolers (3-6).

Interest Approach: Label two keys discipline and punishment. Caption: "Which Key Will Unlock the Door to a Happy Childhood?"

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| a. Various guidance techniques are effective in guiding children. | Explore references to find various guidance techniques. | Books:<br>No. 8, Child Care and Development, Ch. 15.<br>No. 59, The Nursery School, Ch. 7.<br>No. 67, Understanding and Guiding Young Children, Ch. 4, pp. 123-129.<br>No. 10, Children: A Study In Inidivdual Behavior, pp. 178-186 and 288-201. |
| b. Discipline is a form of learning, and if it is fair, firm, kind and consistent it can contribute to a child's sense of security. | Distinguish between the following terms:<br>--Discipline | No. 49, Relationships: A Study in Human Behavior, Ch. 35. |
| c. Basically there are two ways to give guidance to a child.<br>(1) Psychologically through love or intangible reward<br>--Demonstrates that the attention and approval of others are important<br>--The child learns that his behavior may bring on a loss of attention or approval | --Guidance | |

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| (2) Physically through punishment or threat of punishment<br><br>--Demonstrates a need to be good to avoid unpleasant consequences<br>--This is control through guilt or fear | | |
| d. Both positive and negative principles are valuable in guiding children's behavior. | Determine ways one may help a child develop inner control. | |
| e. Positive reinforcement is praise or reward. Negative reinforcement is unwanted treatment which conditions the child to do or not to do a particular thing. | Discuss the role of reinforcement in influencing a child's pattern of behavior. | |
| F. The Playschool | | |
| 1. A well organized playschool provides wide and varied experiences for children in all areas of their development. | Read references to determine the important factors in planning a playschool. | Booklet No. 12, "Education in Kentucky for Children Under Six."<br>Books:<br>No. 8, Child Care and Development, Chs. 19 and 20.<br>No. 33, Learning About Children, Ch. 16. |
| 2. Enrollment forms give a preview of a child's experiences. | Adapt an enrollment form for the playschool using the Appendix as a guide. | Appendix VI-C, "Enrollment Form," pp.276-277. |

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| 3. Activities provided according to the child's age and ability will enable him to experience and enhance his self image. | Plan a sample schedule which includes the basics of a good program for children. Include the following:<br><br>--Quiet and active play<br>--Routines<br>--Individual and group activity<br>--Opportunity for creativity and conformity<br>--Flexibility<br>--Minimum confusion<br>--Variety of experiences<br>--A snack<br>--How responsibility is shared | Teaching Guide No. 3, "Curriculum Guide for Semester Course in Child Development."<br><br>Appendix VI-D, "Suggested Schedule For Playschool," p. 278. |
| 4. The room arrangement will influence the success of a playschool program. | Plan the room arrangement for the playschool. | Teaching Guide No. 1, "Child Development Equipment," pp. 3 and 4. |
| 5. A playschool experience provides an opportunity for learning more about preschool children. | Note to teacher: It is suggested that the playschool be planned for three days during regular class time. Divide the class into three groups and have the groups rotate activities for the three days. The following type of activities may be assigned the groups:<br><br>--Group I, planning for playschool and working on class assignments<br>--Group II, working in playschool<br>--Group III, observing children in playschool | |
| 6. Some factors to consider when selecting toys and planning entertainment for children:<br><br>a. Age<br>b. Stages of development<br>c. Needs of the child<br>d. Cost | Plan and conduct a playschool. | |

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| 7. Recording a child's behavior facilitates an analysis of his actions. | Construct an observation form which includes easy ways of recording behaviors. | Appendix VI-E, "Guide For Observation Forms," p. 279. |
| 8. A skilled observer is one who remains inconspicuous and records facts, avoiding personal bias. | Select a child from the playschool. Record the behavior of the child during the playschool. Write a case study of the child observed. | |
| 9. Evaluation is a key to the improvement of the playschool. | Evaluation: Complete a questionnaire on the playschool.<br>Discuss the answers given by all students.<br>Conclude how the playschool might have been improved. | Appendix VI-F, "Playschool Questionnaire," pp. 280-281. |

MAJOR CONCEPT: VII. Food For The Family

SUPPORTING CONCEPTS:
A. Social and Psychological Aspects of Food
B. Nutritional Needs
C. Meal Planning
D. Food Shopping
E. Table Setting, Service and Etiquette
F. Meal Preparation
G. Use of Convenience Foods
H. Eating Away From Home

UNIT OBJECTIVE: Upon completion of this unit the student will be able to analyze the significance of food and mealtime to the family.

STUDENT PERFORMANCE OBJECTIVES: The student will

A. Analyze the social and psychological influences of food on the family.

B. Develop a plan for improving daily dietary habits.

C. Determine the value of planning nutritious family meals.

D. Demonstrate planning and buying principles which can result in nutritious meals at minimum food costs.

E. Apply the principles of acceptable table setting, table service, and table etiquette.

F. Prepare nutritious meals in laboratory experiences.

G. Differentiate between appropriate and inappropriate use of convenience foods.

H. Distinguish some of the factors which will make eating away from home a pleasant experience.

| Some Supporting Content and Generalizations | Teaching Strategies Learning - Evaluating Experiences | Resources |
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| A. Social and Psychological Aspects of Food<br><br>1. Significance of Food to Individuals | Note to teacher: Give students a work sheet and ask them to place it face down in front of them. When the signal is given the paper is turned over and the student is given a specific length of time (1 minute) to list as many reasons as he can think of why he eats food. The student with the most reasons at the end of the time may be given a nutritious reward. | |
| a. Food is significant in different ways to different individuals. | List the social and psychological reasons for eating food.<br><br>Compile and discuss the reasons the class listed for eating food. | |
| b. What food means depends largely on the experiences that we connect with eating. | Describe what food means to the following people:<br><br>--Homemaker<br>--Head of the house<br>--Farmer<br>--Grocer<br>--Yourself | |
| | Explain why people eat food. | Books:<br>No. 24, Foods in Homemaking, Ch. 1.<br>No. 46, Personal Perspectives, pp. 107-108. |

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| | Discuss the following questions:<br><br>--Has there ever been a time when you ate food you were served, but did not want? Why?<br>--Why do people cook?<br>--Have you ever eaten food when you were not hungry? Why? | |
| 2. Eating Habits | | |
| a. Eating habits are influenced by one's environment. | View appropriate transparencies which give examples of ways people use food to express love, relieve tension, relieve boredom, express creativity.<br><br>Describe eating habits of your family and friends. Make a class list of these good and poor eating habits.<br><br>Work in groups to prepare illustrations depicting the consequences of poor eating habits.<br><br>Discuss questions such as the following:<br><br>--How will parents' eating habits affect their children's eating habits?<br>--How may parents encourage their children to eat a balanced diet?<br>--Is there a need for parents to eat a variety of foods? Why or why not? | Transparency No. 6, "Food and Nutrition." |
| b. Eating habits determine an individual's level of nutrition. | Read a case study of a person who has poor eating habits. Analyze the eating habits of the character portrayed. Determine how our eating habits affect those around us as well as ourselves. | Appendix VII-A, "Mary's Eating Habits," p. 282. |

| Some Supporting Content and Generalizations | Teaching Strategies Learning - Evaluating Experiences | Resources |
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| | Complete the following activities:<br>--Describe a poor eating habit you have.<br>--Explain how you developed this poor habit.<br>--Decide how this poor eating habit affects your health, appearance, family and friends.<br>--Make a plan to improve your eating habit.<br>--Share the plan with the class. | |
| 3. Family Relationships<br>a. Family relationships at mealtime are influenced by a variety of factors. | Give examples from television programs, movies, or stories of family relationships at mealtime.<br>Decide what has caused the formation of these relationships and what customs, routines, values or standards are revealed by these relationships.<br>Identify customs that your families observe at mealtime. Answer the following questions:<br>--What customs would you like to continue in your own family?<br>--What values and standards are revealed by your family's mealtimes?<br>--How are your family's mealtime routines affected by customs, values and standards?<br>--How does custom influence the food preparation, the type and form of food served, the food service and the location of the eating area? | Transparency No. 6, "Food and Nutrition." |

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| b. Setting standards for family meals will contribute to more harmonious relationships. | Formulate criteria for family meals such as the following:<br><br>--Ideal time<br>--Acceptable conversation<br>--Appropriate manners<br>--Pleasant atmosphere<br>--Attractive table service<br><br>Decide how families could achieve the ideal mealtime relationships described by the criteria. |
| c. The acceptance of mealtime responsibility is influenced by changing roles of family members. | Group work: Choose one of the following radioscopics and determine who should be responsible for various aspects of family meals including meal planning, food shopping, food preparing, and clean-up.<br><br>--A young married couple with the husband working outside the home and the wife staying at home<br>--A young married couple with the husband attending school and the wife working outside the home<br>--A family with teenaged children in which both the mother and father work outside the home<br>--A family with teenaged children in which only the father works outside the home<br>--An older retired couple whose children live away from home |

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| 4. Food, An Asset to Entertainment | | |
| a. The following are some reasons for entertaining:<br>(1) To avoid being alone<br>(2) To become better acquainted with others<br>(3) To celebrate a special occasion<br>(4) To renew or keep friendships<br>(5) To fulfill obligations | List reasons for entertaining. | |
| b. When entertaining guests one usually serves some type of food. | Give some examples of when food is used to entertain guests.<br><br>Visualize such entertainment without food.<br><br>Recall some examples of occasions families celebrate with food.<br><br>Collect and display illustrations of foods served for special occasion entertainment.<br><br>or<br><br>View appropriate transparencies of special occasion meals.<br><br>Evaluation: Role play the ways food influences families in the community, both socially and psychologically. Show both the positive and negative side of such influences. | Transparency No. 6, "Food and Nutrition." |

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| B. Nutritional Needs | | |
| 1. While the basic four food groups are necessary to everyone, each individual has his own specific needs. | Interest Approach: View a bulletin board or chart showing the basic four food groups. Determine the number of servings needed daily for family members. | Book No. 64, Thresholds to Adult Living, Ch. 4. |
| | Keep a record of what you eat for a given number of meals. Determine whether you are eating the proper foods. Make a plan for improving your personal eating habits. | Appendix VII-B, "Are You Eating the Basic Four Daily?" p. 283. |
| | Plan meals for a day which include the requirements of the basic four. Keep for future reference. | |
| 2. Food Nutrients<br><br>A knowledge of the food nutrients enables one to eat well balanced meals. | Note to teacher: Ask students to use references to make a complete list of nutritional terms. Distribute the terms among the students, ask them to find available facts about each term, and report the findings to the class. | Books:<br>No. 23, Food For Modern Living, Ch. 7.<br>No. 24, Foods in Homemaking, Ch. 6.<br>No. 19, Experiences With Foods, Ch. 1.<br>No. 46, Personal Perspectives, Ch. 8.<br>No. 71, Your Foods Book, pp. 59-62, 70-75 and 78-92.<br>No. 22, Family Meals and Hospitality, Ch. 1.<br>No. 64, Thresholds to Adult Living, Ch. 4. |
| | Complete a nutrition crossword puzzle. | Periodical No. 3, What's New in Home Economics, March 1970, p. 6. |

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| | Evaluation: Play "Food and Nutrition Jeopardy." | Teaching Guide No. 4, "Food and Nutrition Curriculum Guide for Consumer and Homemaking Education." |
| | and/or | |
| | Complete a matching or multiple choice quiz on nutrition. | |
| C. Meal Planning | | |
| | Read and discuss references on meal planning. | Books:<br>No. 22, Family Meals and Hospitality, Ch. 7.<br>No. 23, Food for Modern Living, Ch. 9. |
| 1. The homemaker's responsibility is to plan meals which offer maximum food value for good health, are colorful, and have variety in flavor and texture. | View pictures of meals and analyze them for nutrition, color, flavor and texture. | Food models<br>Magazine pictures<br>Book No. 22, Family Meals and Hospitality, p. 110.<br>Filmstrip No. 12, "Go Grow and Glow." (Use only appropriate frames.) |
| | Note to teacher: Develop four menus which the students may analyze for nutrition, color, flavor, taste variation, texture, and temperature contrast. | Booklet No. 29, "Meal Planning." |

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| | Analyze four menus furnished by the teacher. Suggest changes which will make the menus acceptable. | |
| 2. Energy needs of individuals vary and are influenced by heredity, age, size, sex, activity, climate, physical activity and emotional state. | Calculate your total calorie need.<br><br>Calculate the number of claories in a day's menu furnished by the teacher. | Books:<br>No. 23, Food For Modern Living, pp. 556-572.<br>No. 24, Foods in Homemaking, pp. 532-543. |
| | Evaluation: Analyze the meals you planned for one day and make the changes necessary to provide the following:<br><br>--Variety in color<br>--Variety in flavor<br>--Variety in texture<br>--Variety in temperature<br>--The number of calories you need daily | |
| D. Food Shopping | | |
| 1. Factors Affecting Shopping Decisions | Read refererences on food buying. | Booklet No. 16, "Facts On Shopping For Food."<br>Books:<br>No. 64, Thresholds To Adult Living, Ch. 4.<br>No. 19, Experiences With Foods, Ch. 9.<br>No. 71, Your Foods Book, pp. 169-172, 177, 208-210. |
| | Answer study questions dealing with food buying and food costs. | Book No. 14, Consumer Economic Problems, Ch. 1. |

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| a. The money required to buy food for the family may be influenced by the following:<br><br>(1) Location<br>(2) Number of family members<br>(3) Ages<br>(4) Sex<br>(5) Activities | Group work: Discuss or role play factors that influence food buying patterns in each of the following situations:<br><br>--Career girl living alone<br>--Young married couple<br>--Couple on limited budget<br>--Large family<br>--Working mother<br>--New mother with no help<br>--Shopping when hungry<br><br>or | |
| b. Family food costs will vary with the size and economic composition of the family, the value they place on food, and the resources available. | Independent study: Plan menus for three days that will fit income level of a hypothetical family. Give age level and occupation of each family member. Identify values and goals important to the family. | |
| 2. Food Costs | | |
| a. Each family has its own method for spending the food dollar. | Study and discuss references to become familiar with food buying principles and practices of families. | Book No. 24, Foods In Homemaking, Ch. 8. |
| | Study handout sheet carefully. Consider each item. Agree or disagree with each statement. | Appendix VII-C, "Consumer Buymanship," p. 284. |

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| b. The resources available for meeting personal and family food needs include one's management capability and the availability of foods, services and purchasing power. | Study a typical medium cost menu. Make the necessary changes that would make it a low cost menu and a high cost menu. Discuss the use of food stamps or commodity foods.<br><br>or<br><br>Study a variety of menus which are balanced nutritionally but high in cost to see the possibilities for substituting less expensive items without affecting the nutritional value.<br><br>Complete the following activities:<br><br>--Secure a pound of ground beef.<br>--Draw for income levels.<br>--Choose a suitable recipe.<br>--Prepare the dish.<br>--Participate in a tasting party. | |
| 3. Type of Markets | Research the different types of food markets. | Books:<br>No. 24, Foods In Homemaking, Ch. 8.<br>No. 46, Personal Perspectives, pp. 154-155. |
| a. There are a variety of types of food markets in most communities. | Identify the different types of food markets in your community. | |
| b. A homemaker will shop more intelligently if she is aware of different types of stores and their special services. | Compile a list of services these markets offer and identify how they affect cost of food.<br><br>Interview parents and neighbors as to when and where they shop and why. Report findings to class.<br><br>Debate: "The neighborhood grocery offers more services than the supermarkets." | |

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| | Summarize the relationship of marketing practices to time and energy by writing a paper entitled, "The Best Place and Time For My Family To Shop For Food." | |
| 4. Common shopping courtesies may result in the following:<br>a. Improved relationships<br>b. Lower food costs<br>c. Better service<br>d. Merchandise of improved quality | View filmstrip which emphasizes shopping courtesies. | Filmstrip No. 36, "Your Money's Worth In Shopping." |
| | List some common shopping courtesies.<br><br>Recall examples of courteous and discourteous shoppers.<br><br>Evaluation: Working in groups, plan a weekly market order for a newly married couple on a given budget. | |
| E. Table Setting, Service, and Etiquette | | |
| 1. Your enjoyment of a meal depends not only on the quality and attractiveness of the food but also on the following:<br>a. Attractiveness of the table<br>b. Proficiency of the service<br>c. Observance of acceptable etiquette | Use references to research facts on table manners, service and setting. | Books:<br>No. 19, Experience With Foods, Ch. 25.<br>No. 23, Food For Modern Living, Ch. 6.<br>No. 64, Thresholds To Adult Living, Ch. 7. |

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| 2. Practicing good table manners enables one to feel at ease. | Study and discuss the table manners listed on the student handout. | Appendix VII-D, "Good Manners From A to Z," pp. 285-286. |
| | Without using names of people, relate table manners you have observed that were unattractive. | |
| 3. It is as easy to follow the basic principles of table setting as it is to set a table haphazardly. | Group work: Set the table appropriately for a given menu. Analyze the setting of all groups other than your own. | |
| | Note to teacher: Demonstrate table service using the table settings prepared by the students. | |
| | Practice table service with your group. | |
| | Evaluation: Role play various situations involving table manners, table setting, and table service. | |
| | or | |
| | Collect pictures of attractive table settings and evaluate them; demonstrate setting a cover for one person; describe a type of table service appropriate for a Sunday dinner at home; and explain the proper way to hold and use a dinner knife, dinner fork and a teaspoon. | |
| F. Meal Preparation | | |
| | Note to teacher: As an interest approach, use a flannel board to introduce tables of measurements, equivalents of common measurements, and abbreviations used in recipes. | |
| 1. Understanding and using a recipe involves knowing tables of measurement, equivalents of common measurements, and abbreviations and terms used in recipes. | Study table of measurements and abbreviations used in recipes. | Books:<br>No. 24, Foods In Homemaking, Ch. 3.<br>No. 52, Teen Guide to Homemaking, p. 256. |

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| | | No. 63, The World of Foods, Ch. 4.<br>No. 19, Experiences in Food, pp. 350-353. |
| | Determine the equipment necessary for measuring basic ingredients.<br><br>Observe a demonstration on how to measure basic ingredients such as the following:<br><br>--Flour<br>--Sugar<br>--Cocoa and chocolate<br>--Baking powder<br>--Shortening<br>--Butter and margarine<br>--Liquids | |
| | List and define common terms used in recipes. | Books:<br>No. 24, Foods In Homemaking, Ch. 3.<br>No. 34, Lessons in Living, Glossary 1 and 2, pp. 373-379.<br>No. 52, Teen Guide to Homemaking, pp. 252-255.<br>No. 63, The World of Food, Ch. 4. |

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| | or<br><br>View a filmstrip on cooking terms and write the definition of each term viewed.<br><br>Complete a matching quiz on measurements, cooking terms and abbreviations.<br><br>Note to teacher: Explain the arrangement of each unit kitchen and the use and care of each piece of equipment. | |
| 2. A knowledge of kitchen equipment and furnishings and their use and care may enable one to save time and prevent accidents. | Tour the foods laboratory and observe the arrangements and location of equipment and supplies, and become acquainted with storage space provided for all items.<br><br>Examine the equipment in the kitchens and learn the name and use of each piece. Identify equipment by name and use.<br><br>Note to teacher: The above strategy may be accomplished by a treasure hunt.<br><br>Discuss methods of having "a place for everything and everything in its place."<br><br>Observe a demonstration of the methods to be used in caring for both large and small equipment.<br><br>Note to teacher: This demonstration may be done by the teacher or a representative of a utility company. | Books:<br>No. 24, Foods in Homemaking, Ch. 2.<br>No. 23, Food For Modern Living, Ch. 4. |

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| 3. More accidents take place in the kitchen than any place else in the home; therefore one needs to learn to work with tools efficiently and to avoid dangerous practices. | Discuss the most frequent causes of accidents in the kitchen and ways of preventing them. Include the following:<br>--Haste<br>--Carelessness<br>--Inappropriate work habits<br>--Lack of training<br>--Inconvenient arrangements of cabinets or equipment<br>--Damaged equipment<br>--Insufficient lighting<br>--Inappropriate clothing<br><br>Develop safety rules to follow while working in the foods laboratory.<br><br>Note to teacher: Divide the class into family groups using techniques such as sociograms, drawing for partners, or volunteering. | Books:<br>No. 23, Food For Modern Living, Ch. 10.<br>No. 19, Experiences With Food, pp. 24-25.<br>No. 71, Your Foods Book, pp. 115-117.<br>No. 42, Mealtime, pp. 332-336. |
| 4. Working with others in the foods laboratory involves group acceptance of standards of work to be practiced by each individual in the class. | Buzz groups: Identify characteristics of cooperative working relationships in the foods laboratory. | |
| 5. Knowing one's responsibility makes laboratory group work run smoothly. | List and discuss the responsibilities of individuals in each group. | |

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| 6. Preparing meals for two presents special management problems. | View illustration in the reference for preparing meals for two, such as dividing recipes, buying canned goods, and managing leftovers.<br><br>Give reasons for dividing recipes when there are only two people.<br><br>Observe a demonstration on how to divide recipes.<br><br>Practice dividing given recipes.<br><br>Research to obtain information about leftovers.<br>Discuss the following:<br><br>--What are planned leftovers?<br>--How should leftovers be stored?<br>--How can planned leftovers be helpful when cooking for two?<br>--How can planned leftovers save time and money?<br><br>Group work: Develop some hints for meal preparation for two. Using menus given to the groups, make a market order needed to prepare the meals for two people.<br><br>Plan, prepare, and serve a meal for two.<br><br>Evaluation: Complete a modified true-false quiz on the factors which affect meal preparation. | Book No. 3, Betty Crocker's New Dinners for Two.<br><br>Book No. 23, Food For Modern Living, pp. 200-201.<br><br>Book No. 3, Betty Crocker's New Dinners for Two. |
| G. Use of Convenience Foods | Define convenience foods.<br><br>List as many convenience foods as you can recall. | Books:<br>No. 23, Food For Modern Living, Ch. 2.<br>No. 22, Family Meals and Hospitality, p. 44. |

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| 1. Foods in forms such as frozen, dried, canned, heat-and-serve, or packaged mixes are known as convenience foods. | Plan and prepare a dish using convenience foods and a similar dish prepared from a recipe. | |
| | Note to teacher: If each group chooses a different dish, all may be combined for a buffet meal. | |
| 2. Convenience foods may be used to cut down on food preparation time. | Compare the time of preparation, cost, taste, and the nutritional values of each of these foods. | |
| | Note to teacher: Other laboratory experiences may be planned to meet the needs of the students. | |
| | Evaluation: Conclude some instances in which it is appropriate to use convenience foods. | |
| H. Eating Away From Home | | |
| 1. Each day more Americans eat more meals away from home. | Discuss the reasons for the increase in eating away from home. | Book No. 24, Foods in Homemaking, Ch. 12. |
| | Brainstorm for places to eat away from home. Include the following:<br>--School cafeteria and snack bars<br>--Restaurants<br>--Cafes<br>--Concession stands<br>--Drive-ins<br>--Picnics<br>--Friends' homes<br>--Vending machines<br>--Other eating places | |

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| | Discuss the following questions:<br><br>--How do you select a place to eat away from home?<br>--What are the factors you consider?<br>--Why are these factors important?<br>--What factors should you consider when eating out in an unfamiliar town? | Books:<br>No. 64, Thresholds to Adult Living, Ch. 7.<br>No. 24, Foods in Homemaking, Ch. 12. |
| 2. Good manners learned at home will carry you through when eating out. | Describe or role play a visit to a fashionable restaurant, illustrating the necessary points of etiquette. | Book No. 24, Foods in Homemaking, pp. 341-343 and 348-350. |
| 3. Becoming familiar with a variety of menus will make one more confident in ordering food. | Read and discuss a case study on dining out. | Book No. 46, Personal Perspectives, p. 139. |
| | Evaluation: View a variety of menus found in public eating places. Define unfamiliar terms or foods found on these menus. Practice ordering from a menu. Analyze the meal you choose. | Menus from restaurants<br>Book No. 24, Foods in Homemaking, pp. 345-347. |

MAJOR CONCEPT OF UNIT: VIII. Clothing For the Family

SUPPORTING CONCEPT:

A. Social and Psychological Aspects

B. Physical Aspects

C. Management and Consumer Aspects

D. Care and Maintenance

UNIT OBJECTIVE: Upon completion of this unit, the student will be able to analyze the various factors to be considered in providing clothing for the family.

STUDENT PERFORMANCE OBJECTIVES: The student will

A. Analyze the social and psychological effects which clothing may have on the individual.

B. Apply the elements of design and fashion trends to individual clothing selection.

C. Analyze the factors which affect clothing decisions.

D. Determine the proper methods for care and maintenance of clothing.

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| A. Social and Psychological Aspects of Clothing | | |
| 1. Clothing aids in the fulfillment of man's basic social and psychological needs. | View filmstrips or transparencies of costumes through the ages. Discuss reasons man has used body coverings through the ages. Include the following:<br>--Climatic conditions<br>--Individuality<br>--Decoration and ornamentation<br>--Group identification<br>--Status<br>--Ceremonies<br>--Other reasons<br><br>Recall the place of clothing as a basic need of man.<br><br>Explain ways in which the clothing illustrated in the filmstrip or transparencies satisfied man's basic needs. | Filmstrip No. 10, "Fashion: A Visual History," Parts I-V.<br>Transparencies No. 11, "Primitive Man," Part IV.<br>Book No. 11, Clothing: A Comprehensive Study, Ch. 1. |
| 2. A choice in clothing selection allows one to express self, feelings and moods. | Collect pictures of current fashions and determine how one's basic needs are satisfied by today's fashions.<br><br>Compare current fashions to historic costumes. Decide how they are similar and how they are different. | Men's fashion magazines<br>Women's fashion magazines<br>Newspapers |

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| 3. Dress reflects what we think we are and what we want to be. | Discuss the following:<br>--How clothing affects one's self-concept<br>--Situations when you were not appropriately dressed and how you felt<br>--Persons you know whose self-concept affects the way they dress<br>--How clothing may reflect what an individual thinks of himself<br>--The ways in which clothing may be used as defense mechanisms<br>--How clothes may enhance a "good" self image<br>--How clothes may cover up a "poor" self image<br>--How clothing may influence the wearer's behavior<br><br>Role play situations in which one is not dressed appropriately. | Books:<br>No. 61, The Second Skin, Ch. 6.<br>No. 16, Dress, p. 18.<br>No. 25, Guide To Modern Clothing, Ch. 1. |
| 4. First impressions are partly created by an individual's appearance, and the individual needs to be aware of the meaning which dress communicates if the desired impression is to be reached. | View pictures or transparencies of persons dressed in various ways and write your first impression of the people depicted in each picture. | Transparency No. 7, "Interrelationships of Clothing With Behavior, Roles and Values."<br>Books:<br>No. 11, Clothing: A Comprehensive Study, pp. 180-182.<br>No. 61, The Second Skin, Ch. 7. |

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| | Define first impressions.<br><br>Describe the validity of first impressions.<br><br>Discuss the dress of well known persons. Tell the kind of first impressions they are creating.<br><br>Share and compare your first impressions of the pictures viewed above. Consider the following questions:<br><br>--What may have been the impression each person was trying to create?<br>--How may clothes convey an impression of what one does and believes?<br><br>Analyze the first impression revealed by the way you dress. Decide if this impression could be improved, and how.<br><br>Note to teacher: Make a set of flash cards to use in the following strategy. | |
| 5. One's role is often identified by uniformity in dress. Some examples:<br><br>a. Girl Scouts<br>b. Police<br>c. Athletes | View flash cards of people dressed in clothing which depict their role in society.<br><br>Write down the role in which each wearer participates. Compare answers.<br><br>Give examples of the way groups in your school or community are identified by the clothing they wear and how clothing makes changing from one role to another easier. | |

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| 6. One may express individuality and personality through clothing selection. | Produce a minute drama to illustrate how clothing reflects an individual's role in society. | Book No. 61, The Second Skin, Ch. 6 and 7. |
| | Recall your personality traits revealed by the "Personality Check List" used in Concept I. | |
| | Research to find philosophies of dress such as:<br>--Symbolism of color<br>--Psychological effects of color<br>--Color and selection based on the seasons<br>--Other philosophies | Books:<br>No. 11, Clothing: A Comprehensive Study, Ch. 12.<br>No. 16, Dress, Chs. 3 and 9. |
| | Predict ways individuality may be expressed by clothing selection. | Book No. 61, The Second Skin, pp. 202-203. |
| | Discuss how one's clothing selection contributes to social ease and comfort. | |
| | View a filmstrip which shows what our clothing portrays. | Filmstrip No. 5, "Clothing Communicates." |
| | View transparencies and describe the individuality portrayed through clothing. | Transparency No. 2, "Clothing Symbolism." |
| | Point out individuality portrayed by characters viewed on television or in movies or described in stories. | |
| 7. Clothing may convey one's emotions. | Give examples of ways clothing affects one's emotions such as a change of mood or a lifting of morale. | |

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| 8. An individual may reflect his values through clothing selection. | Name articles of clothing or accessories that reflect status or prestige in the following:<br><br>--Teen-aged groups<br>--Middle-aged people<br>--Older adults<br><br>Describe ways clothing reflects one's values.<br><br>View pictures of various types of dress and describe the values reflected by each type.<br><br>View illustrations of dress over the past decades. Discuss national values that are reflected.<br><br>Discuss the following questions:<br><br>--Do you dress for yourself, the opposite sex, or members of your own sex?<br>--Why do you dress as you do?<br>--What values influence your dress? | Books:<br>No. 61, The Second Skin, pp. 9, 68, 81-82 and 84.<br>No. 54, Textiles For Homes and People, pp. 256-257.<br>No. 11, Clothing: A Comprehensive Study, pp. 160-163. |

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| | Evaluation: Explain your reactions to one of the following statements:<br><br>--"Clothes make the man."<br>--"You are part of the scenery for other people." | |
| B. Physical Aspects<br><br>1. Elements of Design | Interest Approach: Present a fashion show using clothing secured from local merchants. | |
| | Identify your physical characteristics and coloring. | Book No. 64, Thresholds to Adult Living, Ch. 6. |
| a. Elements of design may be used to enhance an individual's physical characteristics. | View a filmstrip or transparencies illustrating the elements of design. | Transparency No. 9, "Line and Shape," Parts I and II. |
| | or | |
| | Observe a flannel board presentation of the elements of design. | |
| b. Figure features may be emphasized or minimized through the proper selection of clothing. | Assemble and explain illustrations of designs that stress your best characteristics or cover up undesirable ones. | |
| | Draw a silhouette of one garment which is suitable for your figure. | |

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| 2. Fashion Trends | | |
| a. Knowing the differences between fashions and fads contributes to wise clothing decisions. | Distinguish between fad and fashion.<br><br>Group work: Find clothing examples of fashions and fads for each family member. | Book No. 11, Clothing: A Comprehensive Study, pp. 75-76. |
| b. Fashion trends express the current feelings and values of the times. | Observe current fashion trends and predict which ones may be fads and which ones may become fashion.<br><br>Discuss the following:<br>--What factors influence clothing selection?<br>--How do fads and fashions help you to be accepted by your peers?<br>--How does clothing develop a feeling of adequacy?<br>--How do fads and fashions repeat themselves? Give examples.<br>--Who starts a fad?<br>--Why are fads started?<br>--Who perpetuates a fad and why?<br><br>Evaluation: Choose a dress-up outfit for yourself that will enhance your physical characteristics, be fashionable this season, and remain in fashion for at least two years. | Magazines<br>Newspapers<br>Filmstrip No. 35, "Young Fashion Forecast." |

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| C. Management and Consumer Aspects | | |
| 1. Factors Influencing Clothing Decisions | | |
| a. The following influence clothing requirements:<br>(1) Climate<br>(2) Work and activities<br>(3) Community<br>(4) Family life cycle | View a bulletin board or transparencies depicting factors which influence one's clothing requirements.<br><br>Explain how these factors affect your clothing requirements. | Transparency No. 7, "Interrelationships of Clothing with Behavior, Roles, and Values." |
| b. Factors influencing clothing decisions include the following:<br>(1) Resources<br>(2) Needs<br>(3) Wants<br>(4) Family composition<br>(5) Social aspects<br>(6) Life cycle<br>(7) Care required | Complete the following statement: "When I am selecting clothing, I consider . . ."<br><br>Make a class list of factors influencing clothing decisions.<br><br>Read a case study involving a family clothing decision. Explain how various factors influenced family clothing decisions.<br><br>Evaluation: Write and share additional case studies involving family clothing decisions. | Book No. 46, Personal Perspectives, p. 226. |
| 2. A Well Planned Wardrobe | | |
| a. Understanding the characteristics of a well planned wardrobe will enable an individual to make better use of his clothing budget. | Describe the meaning of wardrobe.<br><br>Compare the class's definition to one found in a dictionary.<br><br>React to the statement: "I don't have a thing to wear."<br><br>Discuss why you may not have a thing to wear. List reasons given. | Book No. 7, Call Me Mister, Ch. 13. |

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| b. A well planned wardrobe will include garments suitable for all occasions. | Discuss the advantages of planning your wardrobe. | |
| | Research to determine the characteristics of a well planned wardrobe. The list may include the following:<br>--Sufficient garments for day to day needs<br>--Accessories for complete outfits<br>--Basic color scheme<br>--Attractive, becoming, comfortable, and appropriate garments<br>--Coordinates<br>--Seasonal garments<br>--Other characteristics | Books:<br>No. 11, Clothing: A Comprehensive Study, pp. 312, 337.<br>No. 64, Thresholds to Adult Living, Ch. 6. |
| | Evaluation: Using fashion magazines and pattern books, plan two outfits which will mix and match. | |
| 3. Shopping for Clothing | | |
| a. An understanding of wise shopping practices contributes to satisfactory clothing selection. | Review the buying principles studied in Concept IV. | Books:<br>No. 7, Call Me Mister, Ch. 15.<br>No. 64, Thresholds to Adult Living, Ch. 6. |
| | Relate satisfactory and unsatisfactory experiences you or your friends have had while shopping for clothing. | |
| | Role play situations in which various shopping practices are demonstrated. | |

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| b. A knowledge of the sources of clothing contributes to effective shopping practices. | List the sources for clothing selection in your community. Include the following:<br><br>--Department stores<br>--Fabric stores<br>--Discount stores<br>--Community distribution centers<br><br>Identify type of clothing each source offers. List advantages and disadvantages of each source. | Book No. 11, Clothing: A Comprehensive Study, Ch. 7. |
| c. Labels on garments are for the purpose of increasing consumer information and satisfaction. | Bring a collection of labels from ready-to-wear garments.<br><br>List information found on the labels.<br><br>Explain how this information may aid you in selecting ready-to-wear garments. Discuss how labeling may be misleading.<br><br>Select an appropriate garment according to label information in a given problem solving situation. | Book No. 11, Clothing: A Comprehensive Study, pp. 288-289. |
| d. Understanding the standards of good fit will contribute to satisfactory clothing selection. | Research to find standards for good fit in garments. Include the following:<br><br>--Key lines on grain<br>--Lines conform to body structure<br>--Set of garment smooth<br>--Ease adequate<br>--Garment balanced<br>--Other standards<br><br>Note to teacher: Ask students to volunteer to be models for the following activity:<br><br>View male and female models wearing garments which fit properly and improperly. Distinguish between the good and poor fit. | Books:<br>No. 11, Clothing: A Comprehensive Study, Ch. 16.<br>No. 64, Thresholds to Adult Living, Ch. 6. |

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| e. The ability to judge the quality of clothing contributes to consumer satisfaction. | Visit a department store and listen to the manager or a salesperson identify quality features in garments.<br><br>Determine when quality is not the most important factor in choosing a garment.<br><br>Evaluation: List ten shopping practices which contribute to wise clothing selection.<br><br>or<br><br>Examine garments on display which vary in quality and determine which garments are the better buys. | |
| D. Care and Maintenance<br><br>1. Specific fabrics and items of apparel require definite care and maintenance. | View a filmstrip which describes permanent care labeling.<br><br>Identify the care required of the following garments:<br><br>--Permanent press shirt<br>--Double knit slacks<br>--Cotton blouse<br>--Nylon lingerie<br>--Wool suit<br>--Wool sweater<br>--Knit dress | Filmstrips:<br>No. 33, "TLC for Textiles."<br>No. 34, "Understanding Today's Textiles."<br><br>Books:<br>No. 11, Clothing: A Comprehensive Study, Ch. 15.<br>No. 16, Dress, Ch. 7.<br>No. 7, Call Me Mister, Ch. 12.<br>No. 64, Thresholds to Adult Living, Ch. 6. |

2. Living away from home presents young adults with unique problems in the care of clothing.

3. A basic knowledge of simple clothing care may result in a savings of time and money.

Observe a demonstration or view a filmstrip on laundry techniques.

Note to teacher: Demonstrate and allow students to practice some of the following:

--Pressing a shirt
--Pressing a man's suit
--Sewing on a button
--Mending a seam by machine and hand
--Removing stains
--Packing a suitcase

Evaluation: When given a list of garments and a description of the fabrics from which they are made, describe the care and maintenance each garment would need.

MAJOR CONCEPT: IX. Housing For the Family

SUPPORTING CONCEPTS:

A. Influence of Housing on Family Members

B. Factors Which Influence Housing

C. Housing Decisions

D. Future Housing

UNIT OBJECTIVE: The student will formulate opinions and guidelines concerning the various factors involved in providing satisfactory housing for the family.

STUDENT PERFORMANCE OBJECTIVES: The student will

A. Analyze the various factors in housing which will affect the family physically, psychologically, and socially.

B. Determine how human, environmental, and technological factors influence the housing made available.

C. Analyze the needs, wants, and resources of the family which are to be considered before a housing choice is made.

D. Identify the factors which will be reflected in changes in future housing.

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| A. Influences of Housing on Family Members | | |
| | Note to teacher: As an interest approach, prepare one of the following bulletin boards:<br>--Display pictures which show the progression of housing and entitle it, "Housing Through the Ages."<br>--Use the appendix as an example for a bulletin board. | Appendix IX-A, "In Any Language, There's No Place Like Home," p. 287. |
| | Brainstorm: "Home is where I . . ." for ideas of housing. | |
| | Consult references to gain knowledge concerning housing and what it may mean to an individual or a family. | Books:<br>No. 41, Married Life, pp. 482-485.<br>No. 31, Homes with Character, Ch. 4.<br>No. 49, Relationships: A Study in Human Behavior, pp. 22-23, and 187. |
| | Develop a definition of housing. | |
| 1. Physiological Benefits | | |
| a. Housing provides one with the following physical benefits:<br>(1) Shelter (5) Health<br>(2) Comfort (6) Safety<br>(3) Location (7) Economy<br>(4) Convenience | Discuss which physical needs housing will help satisfy. | |

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| b. Proper housing provides one with shelter from the environmental elements. | List the enviornmental elements from which one is sheltered by one's home. | |
| 2. Psychological Benefits | | |
| a. Satisfactory housing may aid one in developing psychologically and may meet the psychological needs for privacy and security. | View a filmstrip illustrating the psychological effects of housing. | Filmstrip No. 13, "Homes for People, Part I." |
| | Discuss how housing benefits one psychologically. Include interests, privacy, beauty, etc., | |
| b. The psychological effects of housing may or may not be affected by the economic level of the family. | Sketch or describe a house you would consider undesirable. Express orally your feelings about the house. Pretend that your best friend moves to this house. Decide if your feelings about the house would change. | |
| 3. Sociological Benefits | | |
| a. Housing provides security in which one may develop socially. | View a filmstrip which brings out the sociological needs the home fulfills. | Filmstrip No. 13, "Homes for People, Part II." |
| | Describe two visits to the homes of others, one when you felt at home and comfortable and one when you felt ill at ease. Analyze the two situations to determine why you felt differently. | |

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| b. The benefits provided by housing vary according to family, social and economic position, cultural background, and environment. | Note to teacher: Divide the class into four small groups and ask each group to decide how one of the following affects the benefits provided by housing:<br>--Family social position<br>--Family economic position<br>--Cultural background<br>--Environment<br><br>Evaluation: Write a paper entitled "How my home benefits me." | |
| B. Factors Which Influence Housing<br>1. Human Factors<br>a. Family life today is in a period of transition. | Brainstorm how housing needs have changed in the past fifty years and in the past ten years.<br><br>View a filmstrip which depicts the historical progression of housing.<br><br>-or<br><br>Read references which depict changes in housing and explain why these changes have occured. | Filmstrip No. 11, "From Tree to Home-Site."<br><br>Books:<br>No. 30, Homes Today and Tommorrow, Chs. 1 and 3.<br>No. 58, The Home: Its Furnishings and Equipment, Ch. 1. |

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| b. Today's family demands more in the way of housing. | List items you consider essential in the home which were luxuries only a few years ago. | |
| c. Housing standards for the average family have greatly increased. | Decide which individual values caused the items to change from luxuries to essentials. | |
| d. Housing needs and wants are affected by the various life cycles of the family. | Review the life cycles. | Concept II |
| | Describe the types of housing which might be desirable during each cycle. | |
| | or | |
| | Use a check list to indicate the housing needed by the family during different life cycles. | Appendix IX-B, "Housing Features and the Life Cycle," pp. 288-289. |
| 2. Environmental Factors | | |
| a. Environmental factors influence the form, the location, and the use of a house. | Listen to a resource person describe the environmental factors which influenced the planning of a house. | Suggested resource persons: architect, contractor, home owner who has planned his home. |
| | or | |
| | Read references to determine how environmental factors influence the planning of a house. | Book No. 30, Homes Today and Tomorrow, pp. 26-31 and 147-148. |
| | Note to teacher: If you use a resource person you may want to also develop the concept of technological factors first and have him talk on building materials as well as environmental factors. | |
| b. Housing is to be designed to fit into the landscape. | View pictures or slides of famous architectural structures. Determine whether the structures fit into their surroundings. | Book No. 30, Homes Today and Tomorrow, Ch. 7. pp. 448-454. |

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| 3. Technological Factors | | |
| a. The variety of building materials which are available and the changes and advancements in building technology will influence housing today and in the future. | View a filmstrip on the use of building materials. | Filmstrip No. 21, "Men and Building Materials." |
| b. The traditional building materials are wood, brick, and stone. New synthetic materials, especially plastics, are being introduced into all areas of housing. | Listen to a resource person talk about building materials, or read and discuss references on building materials. | Book No. 30, Homes Today and Tomorrow, Ch. 7. |
| c. Other technological advancements include pre-assembled cores, modular buildings, and improved mobile homes. | Recall from previous references other technological advancements. Include the following: | |
| (1) A preassembled core is an entire room which is completed at a factory and then lowered through the roof of an already existing structure. This serves to remodel the interior of the structure. | --Preassembled cores | |

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| (2) A modular building is made up of modules which are factory constructed and taken to the site where they are connected to each other to form a building. | --Modular buildings | |
| (3) Mobile homes are single dwelling units which may be moved from one site to another. | --Mobile homes | Booklet No. 15, "Facts On Mobile Home Selection." |
| | Note to teacher: There is a teaching unit available on mobile homes if more depth is needed. | Teaching Guide No. 5, "Mobile Homes--Consumer and Homemaking Education." |
| | Evaluation: Write a short paper which explains the factors which affect housing and why.<br><br>or<br><br>Complete an objective test on factors affecting the housing of the family. | |
| C. Housing Decisions | Note to teacher: As an interest approach ask the students to describe the type of dwelling they expect to live in when they have families of their own. Encourage them to be realistic in their choice. | |

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| 1. Types of Housing | | |
| a. Today's families have more choices in housing than ever before. | Research to discover the types of housing available. This will include the following:<br><br>--Apartments<br>--Condominiums<br>--Cooperatives<br>--Mobile homes<br>--Prefabricated houses<br>--Modular housing<br>--Conventional homes<br><br>Take a field trip to some of the above types of housing. (Some may be under construction.) | Books:<br>No. 30, Homes Today and Tomorrow, pp. 135-146.<br>No. 31, Homes with Character, 3rd ed., Ch. 4.<br>No. 58, The Home: Its Furnishings and Equipment, Ch. 3. |
| b. A primary goal of many families is home ownership. | Discuss the advantages and disadvantages of each type of housing listed above. | |
| c. Increased costs of housing may prevent families from purchasing conventional types of housing. | Survey the community to determine the types of housing which are available in your particular locale. (You may have seen some of these on the field trip.) | |
| d. Families may prefer to retain their mobility rather than purchase a house. | Invite couples who have not permanently located to discuss the advantages of renting rather than buying a house. | |

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| e. Factors which relate to choosing a place to live will include the following:<br><br>(1) Number and age of members<br>(2) Life style<br>(3) Social level<br>(4) Vocational needs<br>(5) Educational needs<br>(6) Recreational needs<br>(7) Spiritual needs<br>(8) Personal protection (fire, police, health)<br>(9) Community facilities (water supply, sewage and garbage disposal)<br>(10) Income | Read references to discover which factors are to be considered when making a housing choice.<br><br>Group work: Given the statistics of a hypothetical family, choose a house plan which you feel would meet their needs.<br><br>Note to teacher: Provide each group with different family statistics and have a variety of house plans from which the groups may choose. | Book No. 30, Homes Today and Tomorrow, Chs. 8 and 16.<br>Booklet No. 50, "Wise Home Buying." |
| 2. Evaluation of Housing<br><br>a. Space<br><br>(1) Through identification of housing needs and wants, a family may develop a guide for home selection. | Identify various situations which may affect housing choices. Include the following:<br><br>--Stage of the life cycle<br>--Attitudes and values<br>--Vocation<br>--Social and cultural needs<br>--Economic status | |

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| (2) A well planned dwelling will provide for the physical needs and wants of the family by providing ample space for family members. | Consult references to determine space needs for the following size families:<br>--Young married couples<br>--Couples with two pre-school children<br>--Couples with two teenage boys, and two middle childhood girls<br>--Other hypothetical families | Books:<br>No. 30, Homes Today and Tomorrow, Ch. 8.<br>No. 64, Thresholds to Adult Living, Ch. 18. |
| (3) The floor plan is a major factor when considering the purchase of a house. | Note to teacher: Make transparencies from floor plans and ask students to analyze them for the following factors:<br>--Room placement<br>--Traffic lanes<br>--Placement of doors and windows<br>--Adequate storage<br>--Other factors | Floor plans from current magazines and newspapers. |
| b. Building Codes | | |
| (1) There are local, state and federal laws which control the building of homes. | Listen to a resource person explain some of the standards a house must meet in order to comply with building codes. | Suggested resource persons: realtor, loan official, housing official, contractor, architect. |
| (2) Zoning ordinances, building restrictions, and the types of housing within a community affect the size, design, and construction of a house. | Research to gain knowledge concerning the purposes of zoning ordinances. | Book No. 31, Homes with Character, 3rd ed., pp. 110, 119; 2nd ed., p. 36. |

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| | or | |
| | Listen to a resource person discuss the purposes of zoning ordinances. | Suggested resource persons: court official, city planning committee member. |
| (3) Zoning ordinances regulate residential and business areas of the community. | Examine copies of local zoning ordinances. Evaluate and suggest improvements. | |
| | or | |
| | Design a zoning ordinance for your town or community. | |
| c. Storage | | |
| (1) Adequate storage space will increase the desirability of a dwelling. | Research to discover proper amount and proper location for storage within a home. | Book No. 31, Homes with Character, 3rd ed., pp. 149, 154-158, 2nd ed., pp. 51, 83-85 and 88-93. |
| (2) Adequate and correctly located storage space will affect the efficiency of the homemaker and other family members. | Group work: Determine and report to class the storage requirements of each of the following areas within the home:<br>--Living<br>--Dining<br>--Sleeping<br>--Bathing<br>--Utility<br>--Kitchen | |
| d. Safety | | |
| (1) All systems within a dwelling must comply with safety regulations. | Discuss the dangers and the problems which may arise if the following systems are not closely inspected:<br>--Electrical<br>--Plumbing<br>--Heating | |

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| (2) It is important that all housing systems be inspected before purchasing a house. | Visit the industrial arts or agriculture department and listen to an illustrated lecture on thorough inspection of housing systems. | |
| 3. Financial and Legal Decisions | | |
| a. Renting | | |
| (1) Rather than buying a home, a family may choose to rent a house or apartment. | Popcorn session: Answer the following questions:<br>--What is available for rent in the local community?<br>--What is the cost of the different types of dwellings which are for rent?<br>--How adequate is the rental property?<br>--Other appropriate questions | |
| | Listen to a tape which tells what one needs to look for when renting a home. | Tape No. 1, "A Place to Rent." |
| (2) A lease is a contract between the owner of the property and the one who is renting the property. It describes the responsibilities of both the owner and renter. | Read a reference which outlines the responsibilities of both the landlord and the tenant. | Booklet No. 52, "You and Your Landlord." |
| (3) A lease, like any contract, is not to be signed until it is read and understood. | Examine sample rental contracts. Become aware of the conditions stated in "fine print." | Book No. 58, The Home: Its Furnishings and Equipment, Ch. 3, p. 55. |

b. Buying

(1) A house may be purchased from the owner or through an agent acting for the owner and involves the following legal steps:

--When the buyer and the seller reach an agreement, they enter into a contract of purchase. This is written and signed and is legally binding.
--When the agreement is drawn up, a deposit or down payment is made by the buyer.
--A title search is done to establish that the owner does legally own the property involved.
--The buyer may borrow the balance owed after he has made a down payment. This is known as a mortgage.
--The written document transferring ownership is known as a deed.
--Closing costs involve fees and charges made as the transaction occurs.

Note to teacher: As an interest approach, ask each student how long he has lived in the home in which he now lives. If the home is owned, ask him to determine during which life cycle his parents purchased the home.

Research to gain information concerning the legal steps involved in the purchase of a home.

Books:
No. 64, Thresholds to Adult Living, Ch. 18.
No. 30, Homes Today and Tomorrow, Ch. 15.
No. 31, Homes with Character, 3rd ed., pp. 108-112; 2nd ed., Unit II, Ch. 1.

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| | Invite a resource person to explain the procedure of purchasing a house.<br><br>In small groups compose and present skits depicting a couple purchasing a house from a realtor. | Suggested resource persons: realtor, attorney |
| (2) A mortgage is a written agreement showing that the real estate described in the document is given as security for the repayment of the loan. | Research to discover how the following types of mortgages differ:<br><br>--Amortized<br>--Open-end<br>--Conventional<br>--FHA-insured<br>--Packaged<br>--Straight-term<br>--Veteran's administration<br>--Second mortgage | Books:<br>No. 64, Thresholds to Adult Living, p. 381.<br>No. 31, Homes with Character, 3rd ed., pp. 104-108; 2nd ed., pp. 28-32.<br>No. 58, The Home: Its Furnishings and Equipment, Ch. 3, pp. 56-61. |
| c. Insuring | | |
| (1) Insurance of one's property is of primary consideration in renting and in owning. | Research to discover the various types of insurance available for property owners. Include the following:<br><br>--Fire<br>--Theft<br>--Extended coverage<br>--Comprehensive personal liability<br>--Home owner's or renter's policy<br>--Other types of insurance | Books:<br>No. 31, Homes with Character, 3rd ed., pp. 109-110.<br>No. 64, Thresholds to Adult Living, p. 395.<br>Booklet No. "Car and Property Insurance" |
| (2) One should investigate insurance when he first begins to accumulate possessions. Policies need to be changed as the number of possessions change. | Invite a resource person to explain the purposes and costs of property insurance. | Suggested resource person: insurance agent. |

| | | |
|---|---|---|
| d. Operating and Maintaining | | |
| (1) A well planned house will be practical and easy to care for. | List the daily, weekly, and occasional tasks necessary for the operation and maintenance of a well run home. | Books:<br>No. 30, Homes Today and Tomorrow, pp. 291-294.<br>No. 31, Homes with Character, 3rd ed., Ch. 25. |
| (2) Efficiently planned schedules facilitate the performance of home-making responsibilities. | Determine how the above tasks need to be delegated to family members in a home where the mother is a full time homemaker. The family is composed of the following:<br>--Mother<br>--Father<br>--Teenaged son<br>--Teenaged daughter<br>--Nine year old son<br>Using the same family, determine how the tasks need to be delegated if the mother is employed outside the home. | |
| e. Furnishing and Equipping | | |
| (1) Adequate equipment is essential for satisfactions in housing. | Observe a demonstration of various pieces of equipment in the home economics department.<br>Using references, determine which items of equipment would be essential for newlyweds and which could be eliminated. | Books:<br>No. 58, The Home: Its Furnishings and Equipment.<br>No. 30, Homes Today and Tomorrow, Ch. 12. |

| Some Supporting Content and Generalizations | Teaching Strategies Learning - Evaluating Experiences | Resources |
|---|---|---|
| (2) Limitations of money and space require a practical approach when choosing home furnishings. | Read references and determine the essential furnishings (other than equipment) needed by a newly wed couple for an unfurnished two bedroom home or apartment. | Book No. 31, Homes with Character, 3rd ed., Ch. 20; 2nd ed., Unit IX, Chs. 2, 3, 4, and 5. |
| (3) Older pieces of furniture may add both beauty and comfort to one's home if skillfully remodeled. | Group work: Plan ways in which the costs of furniture may be reduced. This may include the following:<br>--Refinishing<br>--Buying used items<br>--Do-it-yourself projects<br>--Unfinished furniture | |
| (4) Knowledge of furnishings and equipment costs contribute to realistic housing decisions. | Using catalogs, advertisements, magazines, etc., estimate the cost of the items of furnishings and equipment needed by a newly wed couple for an unfurnished two bedroom home or apartment. | Catalogs, magazines, newspapers. |
| D. Future Housing | | |
| 1. Homes of the future may be very different from traditional homes because of new designs, materials and building techniques. | Consult references to gain information concerning future housing. | Books:<br>No. 30, Homes Today and Tomorrow, Ch. 17.<br>No. 31, Homes with Character, Ch. 3.<br>No. 58, The Home, Its Furnishings and Equipment, Ch. 1. |
| | Sketch a house for the year 2000. Explain why this house has certain features. | |

| | |
|---|---|
| 2. The increase in population and a scarcity of land has resulted in more vertical building. | Discuss the growth of vertical buildings and why this type of structure will become more popular.<br><br>View pictures of a variety of types of buildings. |
| 3. Increased longevity is creating the need for special housing for the elderly. | Brainstorm to discover housing features which are helpful to the aged. Examples:<br><br>--One floor dwellings or dwellings with elevators<br>--Hand rails<br>--Nonskid floor coverings<br>--Ramps and wide doors for wheel chairs<br>--Other features |
| 4. Because of environmental influences, future homes and communities may be underground, under water, or in the air. | Brainstorm for ideas of how the interest in environmental control may affect future housing Examples:<br><br>--Houses may be built without windows because interior environment will be easier to control and there may be fewer attractive views to be seen from windows.<br>--Because of the concern for over-crowding, pollution, noise and the lack of beauty, we may see more planned and self-contained communities.<br>--Other affects<br><br>Evaluation: Write a paragraph describing a house of the future. Share your paper with the class. |

MAJOR CONCEPT: X. Family Transportation

SUPPORTING CONCEPTS:

A. Analysis of Needs

B. Purchase of an Automobile

C. Warranties

D. Costs of Ownership

UNIT OBJECTIVE: Upon completion of this unit the student will be able to analyze factors involved in providing family transportation.

STUDENT PERFORMANCE OBJECTIVES: The student will

A. Analyze the need for an automobile in various family situations.

B. Formulate guidelines which will be helpful in the purchase of a new or a used automobile.

C. Analyze the terms offered in the warranty of a new car and a used car.

D. Calculate total costs involved in owning an automobile.

| Some Supporting Content and Generalizations | Teaching Strategies Learning - Evaluating Experiences | Resources |
|---|---|---|
| A. Analysis of Transportation Needs | | |
| | Interest Approach: Prepare a bulletin board using the appendix as a guide. | Appendix No. X-A, "The Need for Wheels," p. 290. |
| 1. The availability of public transportation may influence one's decision to purchase an automobile. | Survey the community to find what forms of public transportation are available. | |
| 2. The need for a personal automobile(s) will vary with the family situation. | Brainstorm the values of owning an automobile.<br><br>Discuss how not having an automobile would affect your family. | |
| 3. Family income may be increased by providing adequate transportation for all family members who have the ability to work. | Consult references to gain knowledge concerning car ownership. | Books:<br>No. 29, Home Management Is . . ., p. 67.<br>No. 45, Personal Adjustment, Marriage and Family Living, pp. 110-111. |
| 4. The automobile has been the most common type of transportation purchased by families or individuals, but new trends may change this pattern. | Read current periodicals and listen to television and radio programs to learn new trends in types of transportation.<br><br>Evaluation: When given three different case studies indicating family transportation needs, decide which families need and can afford cars. | Current periodicals or current programs. |

| | | |
|---|---|---|
| B. Purchase of an Automobile | | |
| 1. There are many decisions which are to be made before shopping for a car. These decisions include the following:<br>a. Total money available<br>b. When to go shopping<br>c. Necessities vs. wants<br>d. Where to shop<br>e. What to shop for<br>f. Insurance<br>g. Intended use<br>h. Estimated operating costs | Determine which decisions are to be made by the consumer before shopping for a car. | Booklets:<br>No. 53, "Your Automobile Dollar."<br>No. 4, "Buying A Car. Occupational Work Experiences."<br>No. 27, "I've Got To Have Wheels: A Unit On How To Buy A Car." |
| | Discuss why the above decisions should be made before shopping. | |
| 2. Purchasing A Used Automobile<br>a. Many factors will influence one's decision to purchase a used car. | Research current magazines to determine what one should look for in a used car. | Magazines: Consumer Report, Changing Times. |
| | Invite an automobile representative who sells both new and used cars to talk to the class. Ask the representative to discuss some advantages and disadvantages of purchasing a used car. | Suggested resource persons: car dealer, mechanic, car salesman. |
| | Read and discuss a reference which explains how to check used cars. | Booklet No. 9, "Checking Out A Used Car." |
| | Formulate a check list which might be used in evaluating a used car. | |
| | Note to teacher: An example of a check list is a part of the appendix. | Appendix No. X-B, "Check List For Evaluation Of A Used Car," p. 291. |

| Some Supporting Content and Generalizations | Teaching Strategies Learning - Evaluating Experiences | Resources |
|---|---|---|
| b. Income will be a major factor in the decision to purchase a used automobile. | Research to determine the percentage of the annual income which may be safely spent for transportation. | Book No. 40, Management For You, pp. 396-397. |
| c. The intended use of the car will also be a factor in the purchase of a used car. | Debate: "A car for family use only is a luxury rather than a necessity." | |
| | Evaluation: Plan a field trip to a used car lot. Using the above check list, evaluate a particular car and write a report on the same car. | |
| 3. Purchasing A New Automobile | | |
| a. A new car requires little maintenance and upkeep and provides additional social prestige. | Brainstorm: "The advantages of a new car are..." | |
| b. Purchasing a new car generally means increased monthly payments. | Listen to the tape, "Buying a New Car". | Tape No. 4, "Buying a New Car." |
| | Evaluation: Interview a car salesman. Price a car. Find the amount of down payment required. Determine total finance charges, sales tax, license, and insurance. Compare the total to the original price of the car. | |
| | Note to teacher: The above strategy may be done in groups, pairs, or singles. | |

| | | |
|---|---|---|
| C. Warranties | | |
| 1. All promises or statements regarding the car should be in written form. | Recall advertisements heard regarding car sales.<br><br>Brainstorm: "What is covered in the warranty when an automobile is purchased?" | |
| 2. It is the responsibility of the buyer to read and to understand the terms of the warranty.<br><br>3. New automobile warranties generally give broader protection for a longer period of time than those for a used automobile. | Review copies of warranties on new and used automobiles. Compare and discuss the differences.<br><br>Evaluation: When given copies of several warranties for both new and used cars, make a list of the following:<br><br>--Items covered by the average new car warranty<br>--Items not included in the warranty<br>--Items covered in the average warranty for a used car | Car dealers in the area. |
| D. Costs of Ownership | | |
| 1. Maintenance and Operation | | |
| a. The costs of owning and operating an automobile are affected by the size and type of the automobile, the number of miles driven, and the age and skill of the drivers. | Popcorn session: Share ideas as to total costs involved in operating an automobile.<br><br>Discuss how each of the listed factors may affect costs.<br><br>Keep a record of family car operating expenses for one week. | Book No. 70, Your Family and Its Money, Ch. 9. |
| b. Proper maintenance practices may result in lower fixed costs, higher resale value, and longer life for the car. | Interview a car owner to determine what maintenance practices are advisable and their costs.<br><br>Compare findings and formulate conclusions. | |

| Some Supporting Content and Generalizations | Teaching Strategies Learning - Evaluating Experiences | Resources |
|---|---|---|
| | or | |
| | Read references on car maintenance and its cost. | Booklets:<br>No. 45, "Tips on Tires."<br>No. 7, "Car Care On The Road."<br>No. 37, "The Cost of Running a Car." |
| c. The cost of automobile ownership may be classified in the following manner:<br>(1) Fixed costs, which include payments, insurance, oil change, licensing fees and depreciation<br>(2) Flexible costs, which include gasoline, tires and repairs | Classify the costs of maintenance and operation as either fixed or flexible expenses. | |
| | Evaluation: Calculate the cost per mile of owning and operating a car for one year using the following facts:<br>--Miles driven -- 9,000<br>--Gas and oil . . . . . .273.32<br>--Repairs . . . . . 75.09<br>--Tires and Battery . . . . . 90.44<br>--Insurance . . . . . .182.38<br>--License . . . . . 12.50<br>--Inspection. . . . . 2.00<br>--Miscellaneous . . . . . 11.00<br>--Depreciation. . . . . .514.30<br>--Total cost per mile? | |

| | | |
|---|---|---|
| 2. Insurance | | |
| a. Kentucky requires that all drivers be covered by liability insurance. | Develop a list of risks which one takes when he owns and operates an automobile. | |
| b. If an automobile is financed, the lender will require that the automobile be covered by collision insurance. | Discuss which of the above risks may be covered by insurance.<br><br>Consult references which describe automobile insurance. | Booklets:<br>No. 8, "Car and Property Insurance."<br>No. 13, "Every Ten Minutes."<br>Book No. 64, Thresholds to Adult Living, pp. 397-398. |
| c. Other types of automobile insurance may include fire and theft. | Invite an insurance agent to explain the different policies offered to the car owners and drivers. | Suggested resource person: insurance agent |
| d. One should shop for the most comprehensive and least expensive insurance available. | Develop a list of factors which may affect the cost of insurance. These will include the following:<br><br>--Coverage<br>--Age<br>--Prior accidents<br>--Grades (if student)<br>--Driver's training<br>--Other factors | |
| e. Accidents are to be reported to the insurance company and to the police immediately. | Listen to a law enforcement officer explain the process of reporting an accident and the adverse consequences of not reporting an accident. | Suggested resource persons: local law enforcement officer, state police. |
| f. A high percentage of accidents occur while the driver is under the influence of alcohol. | View a film which depicts the dangers of drinking and driving. | Film No. 10, "Driving and Drinking." |

| Some Supporting Content and Generalizations | Teaching Strategies Learning - Evaluating Experiences | Resources |
|---|---|---|
| | Note to teacher: The law enforcement officer might use this film as a means of introduction.<br><br>Evaluation: Participate in a circular response to explain how insurance offers protection for the driver and for others on the highway.<br><br>or<br><br>Play automobile bingo. | Appendix X-C, "Automobile Bingo," pp. 292-296. |

MAJOR CONCEPT: XI. Job and Career Opportunities Related to Family Living

SUPPORTING CONCEPTS:

A. Job and Career Opportunities

B. Personal Requirements

C. Educational Preparation

D. Interrelationship of Employment and Home Life

UNIT OBJECTIVE: Upon completion of the unit the student will be able to recognize the opportunities available for employment in the area of family living and personal relationships and the benefits derived from such employment.

STUDENT PERFORMANCE OBJECTIVES: The student will

A. Identify job and career opportunities in the field of family living.

B. List personal requirements neoessary for a variety of occupations related to family living.

C. Determine the necessary educational preparation needed for a variety of occupations related to family living.

D. Decide the interrelationship of employment in the area of family living and one's home life.

| Some Supporting Content and Generalizations | Teaching Strategies Learning - Evaluating Experiences | Resources |
|---|---|---|
| A. Job and Career Opportunities<br><br>1. Entry level job opportunities for the teenager in the field of family living may include the following:<br><br>a. Babysitting<br>b. Hospital aide<br>c. Household worker<br>d. Child care attendant<br>e. Playground supervisor<br>f. Camp counselor<br>g. Receptionist<br>h. Companion<br>i. Recreational leader<br>j. Others | Brainstorm to identify entry level job opportunities for the teenagers which are related to family living.<br><br>Research to identify additional job opportunities for the teenager in the field of family living.<br><br>Note to teacher: The same references may be used throughout the unit.<br><br>In small groups react to a case situation in which a teenager must make a decision concerning an entry level job. | Books:<br>No. 15, Dictionary of Occupational Titles.<br>No. 44, Occupations and Careers.<br>No. 17, Encyclopedia of Careers, Vol. I.<br>No. 18, Encyclopedia of Careers, Vol. II.<br>No. 43, Occupational Outlook Handbook.<br>No. 46, Personal Perspective.<br>No. 26, Handbook of Job Facts.<br><br>Kits:<br>No. 1-b, "Career Exploratory Kit."<br>No. 4, "Occupational Exploration Kit." |

| | | |
|---|---|---|
| 2. Semiprofessional and skilled job opportunities related to family living may include the following:<br><br>a. Nursemaid<br>b. Nursery school assistant<br>c. Toy salesman<br>d. Research assistant<br>e. Teacher's aide<br>f. Child care aide<br>g. Home health aide<br>h. Licensed practical nurse<br>i. Others | Note to teacher: Prepare a different case situation for each group.<br><br>Research to identify additional job opportunities for the skilled and/or semiprofessional worker. | |
| 3. Professional and technical career opportunities in the field of family living may include the following:<br><br>a. Pediatric nurse<br>b. Teacher<br>c. Social worker<br>d. Clergy<br>e. Social psychologist<br>f. Counselor<br>g. Sociologist<br>h. Journalist<br>i. Research specialist<br>j. Home economist in business<br>k. Communications specialist<br>l. Others | Listen to a resource person discuss future job opportunities in the field of family living.<br><br>Research to identify additional job opportunities for the professional and/or technical worker. | Suggested resource persons: extension home economist, hospital administrator, social worker, school counselor, minister, educational director. |

| Some Supporting Content and Generalizations | Teaching Strategies Learning - Evaluating Experiences | Resources |
|---|---|---|
| 4. Sources of employment in the field of family living may include the following:<br><br>a. Child care centers<br>b. Hospitals<br>c. Clinics<br>d. Retirement homes<br>e. Radio and television studios<br>f. Recreation centers<br>g. Retail stores<br>h. Shopping services<br>i. Government agencies<br>j. Schools<br>k. Magazines<br>l. Newspapers | List sources of employment for each of the jobs researched and discussed. | |
| B. Personal Requirements | | |
| 1. Some personal qualities needed for employment in the area of family living include the ability to<br><br>a. feel concern for the welfare and happiness of others,<br>b. relate effectively to others,<br>c. understand human nature,<br>d. accept responsibility,<br>e. live service to others,<br>f. demonstrate ethical behavior on the job, | Decide what personal qualities one would need to be successfully employed in each of the occupations researched. | |

g. use resources wisely and creatively,
h. be patient and tolerant,
i. demonstrate competence as a consumer,
j. others.

2. Each job opportunity requires a specific set of skills.

<u>List</u> the skills one would need to become a competent employee in each of the occupations researched.

C. Educational Preparation

1. Some high school subjects which will provide a good background for employment in the family living area include the following:

a. Home economics and special interest courses
b. Health
c. Physical education
d. Special occupational courses

<u>Decide</u> which subjects taught in your school would provide a good background for the occupation you researched.

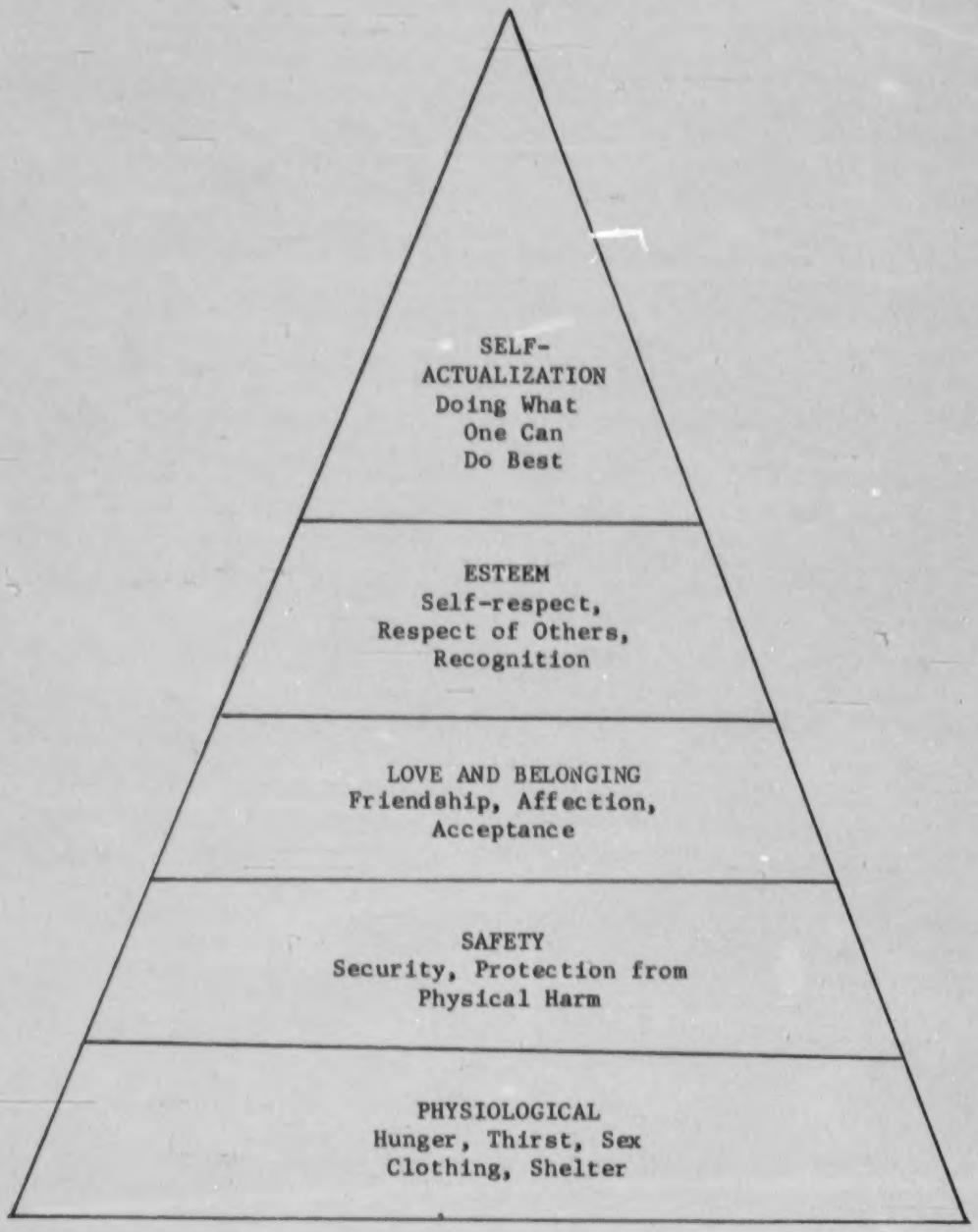
2. Post high school training in the area of family living include the following:

a. On the job training
b. Apprenticeship training
c. Adult education programs
d. Specialized training at a vocational or trade school
e. Professional training
f. College or university training

<u>Determine</u> the amount and kind of post high school training one would need to be successful in the occupation you researched.

| Some Supporting Content and Generalizations | Teaching Strategies Learning - Evaluating Experiences | |
|---|---|---|
| D. Interrelationship of Employment and Home Life | | |
| 1. Understanding the interrelationship of employment and home life may contribute to a more successful employee role. | Interview one of the following:<br>a. Working woman to find her reasons for working outside the home<br>b. A man who has chosen a career in the area of family living to determine why he chose this occupation | Books:<br>No. 49, Relationships, Ch. 23.<br>No. 52, Teen Guide to Homemaking. pp. 91-93. |
| | Brainstorm to identify factors which will influence the woman's decision to work outside the home. | Book: No. 41, Married Life. pp. 505-507. |
| 2. The jobs or careers of the family wage earners will influence family life style. | Note to teacher: If this was studied in Concept II there is no need to repeat the concept.<br>Brainstorm the following:<br>a. The way family styles are affected by the careers of its members<br>b. Some careers which tend to contribute to family cohesiveness.<br>Note to teacher: Ask each student to choose an occupation in the area of family living in which he has special interest. Avoid duplications.<br>Evaluation: State the occupation in the area of family living in which you are most interested and give your reasons for this choice. Complete a research project on this occupation. Record the information discovered and report findings to the class. | Appendix XI-A, "Information On A Career," pp. 297-300. |

HIERARCHY OF NEEDS




Source Unknown

## PERSONAL EVALUATION

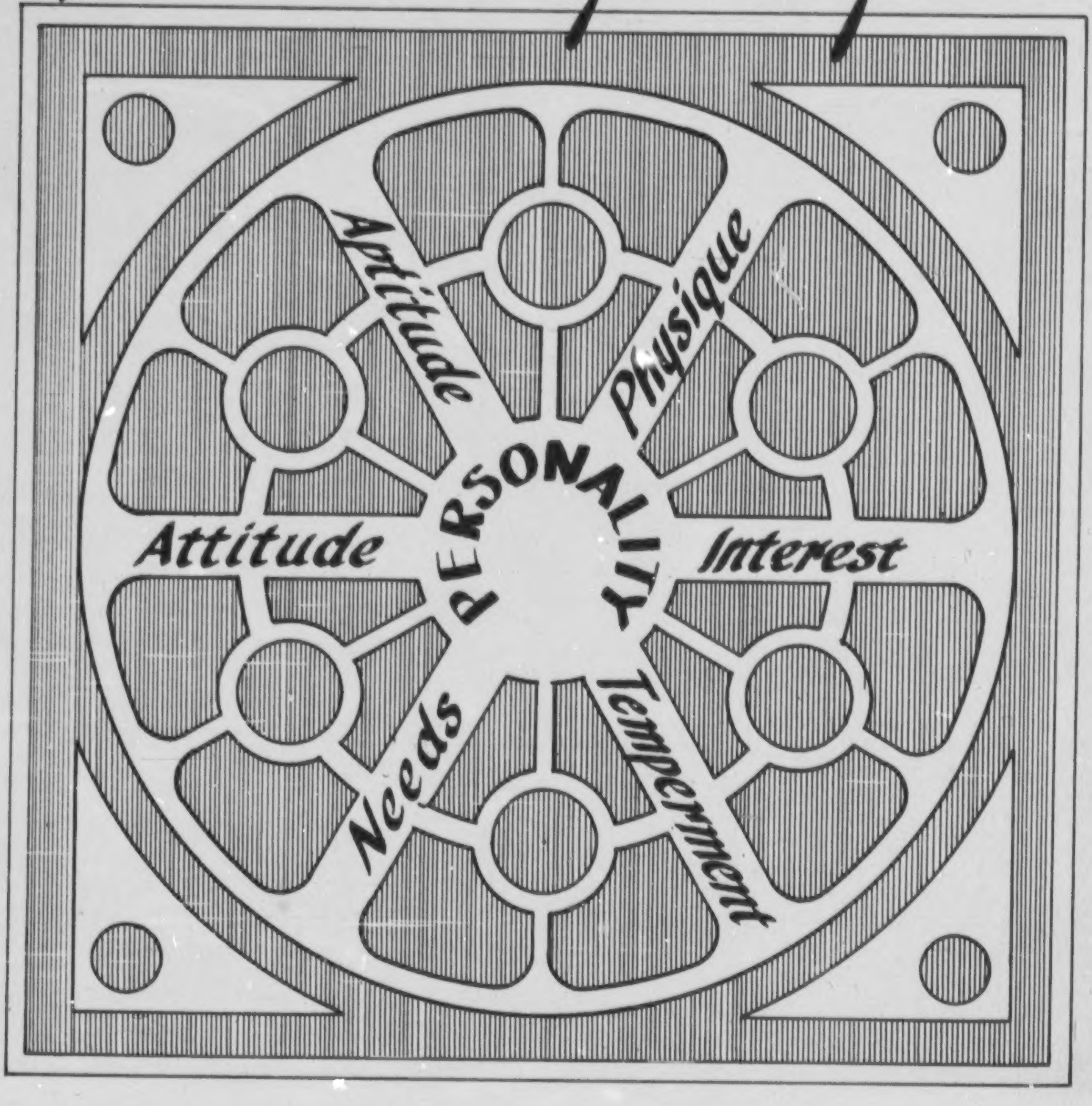
Directions: In column 1 check the words which you feel describe you. In column 2 check the words you would like to describe you. Compare the two lists. Determine what you need to do to make the second list a reality.

| | Always | | Usually | | Sometimes | | Never | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 |
| 1. Honest | | | | | | | | |
| 2. Happy | | | | | | | | |
| 3. Friendly | | | | | | | | |
| 4. Sad | | | | | | | | |
| 5. Serious | | | | | | | | |
| 6. Sensitive | | | | | | | | |
| 7. Jealous | | | | | | | | |
| 8. Popular | | | | | | | | |
| 9. Shy | | | | | | | | |
| 10. Clumsy | | | | | | | | |
| 11. Show-off | | | | | | | | |
| 12. Afraid | | | | | | | | |
| 13. Kind | | | | | | | | |
| 14. Modest | | | | | | | | |
| 15. Proud | | | | | | | | |
| 16. Lazy | | | | | | | | |
| 17. Neat | | | | | | | | |
| 18. Thrifty | | | | | | | | |
| 19. Even-tempered | | | | | | | | |
| 20. Dependable | | | | | | | | |
| 21. Moody | | | | | | | | |
| 22. Liberal | | | | | | | | |
| 23. Unreasonable | | | | | | | | |

| | Always | | Usually | | Sometimes | | Never | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 |
| 24. Angry | | | | | | | | |
| 25. Demanding | | | | | | | | |
| 26. Conservative | | | | | | | | |

Adapted from: "Occupational Work Experience"
Division of Curriculum
Louisville Public Schools
Louisville, Kentucky

# Personality Diagram



# PERSONALITY CHECK LIST

| | | Superior | Average | Need Improvement |
|---|---|---|---|---|
| 1. | I force my opinions on others. | ____ | ____ | ____ |
| 2. | I hurt the feelings of others. | ____ | ____ | ____ |
| 3. | Criticism causes me to become discouraged. | ____ | ____ | ____ |
| 4. | I control my temper. | ____ | ____ | ____ |
| 5. | I am interested in others. | ____ | ____ | ____ |
| 6. | I excuse my mistakes. | ____ | ____ | ____ |
| 7. | I am tolerant of others and of their opinions. | ____ | ____ | ____ |
| 8. | I am able to adjust to most situations without being angry. | ____ | ____ | ____ |
| 9. | I consider the feelings of others. | ____ | ____ | ____ |
| 10. | I am trustworthy and accept responsibility willingly. | ____ | ____ | ____ |
| 11. | I complete the tasks I start. | ____ | ____ | ____ |
| 12. | I stand up for my convictions. | ____ | ____ | ____ |
| 13. | I can laugh at my own mistakes. | ____ | ____ | ____ |
| 14. | I gossip about others. | ____ | ____ | ____ |
| 15. | I can control my emotions. | ____ | ____ | ____ |
| 16. | I enjoy being with people. | ____ | ____ | ____ |
| 17. | I am overly critical of others. | ____ | ____ | ____ |

## PERSONAL CHARACTERISTICS

| Rate yourself in the following areas: | Superior | Average | Need Improvement |
|---|---|---|---|
| 1. Neatness and cleanliness | ___ | ___ | ___ |
| 2. Courtesy and manners | ___ | ___ | ___ |
| 3. Cheerfulness and pleasantness | ___ | ___ | ___ |
| 4. Ambition | ___ | ___ | ___ |
| 5. Cooperativeness | ___ | ___ | ___ |
| 6. Honesty | ___ | ___ | ___ |
| 7. Care of clothing | ___ | ___ | ___ |
| 8. Sense of humor | ___ | ___ | ___ |
| 9. Complexion | ___ | ___ | ___ |
| 10. An even temperament | ___ | ___ | ___ |
| 11. Good health | ___ | ___ | ___ |
| 12. Good posture | ___ | ___ | ___ |
| 13. Dependability | ___ | ___ | ___ |
| 14. Generosity | ___ | ___ | ___ |
| 15. High moral standing | ___ | ___ | ___ |
| 16. Ability to get along with others | ___ | ___ | ___ |
| 17. Broadmindedness | ___ | ___ | ___ |
| 18. Poise | ___ | ___ | ___ |
| 19. Truthfulness | ___ | ___ | ___ |
| 20. Naturalness of personality | ___ | ___ | ___ |
| 21. Tact and diplomacy | ___ | ___ | ___ |
| 22. Sportsmanship | ___ | ___ | ___ |
| 23. High ideals | ___ | ___ | ___ |

Adapted from: "Occupational Work Experience"
Division of Curriculum
Louisville Public School
Louisville, Kentucky

PERSONAL PLAN FOR SELF IMPROVEMENT

| Personal Trait I Want to Develop | Why I Want to Develop This Trait | My Plan for Developing This Trait | What I Did | Results |
|---|---|---|---|---|
| | | | | |

# HOW MATURE AM I?

Directions: Check (✓) Yes or No, depending upon which one more nearly describes your own feelings on each of the items below.

| | Yes | No |
|---|---|---|
| 1. Troubles do not easily disturb me. | | |
| 2. I make new friends easily and willingly. | | |
| 3. I enjoy helping others. | | |
| 4. I spend money carefully. | | |
| 5. I like to work with others. | | |
| 6. I am grateful when someone offers constructive criticism. | | |
| 7. When I suffer an injustice, I am forgiving and understanding. | | |
| 8. I respect my parent's judgment. | | |
| 9. I can be depended upon to complete an assignment or task. | | |
| 10. I set realistic goals for myself and strive to reach them. | | |
| 11. I have learned to accept things I cannot change. | | |
| 12. I have friends among both sexes. | | |
| 13. I have a sense of humor. | | |
| 14. I am willing to wait for the things I want. | | |

# VALUES, GOALS, AND STANDARDS

## Forced Choice Values Test

Directions: Circle the number preceding one of the two choices in each category. You must choose the one number of each pair which indicates which you prefer.

1--to be reasonably sure about the future for myself and my family.
12--to do things well.

3--to have people think well of me.
5--to have as much freedom as possible to do things I want to do.

11--to have as many good things as possible.
12--to do things well.

6--to do new and different things often.
11--to have as many good things as possible.

7--to have friends.
10--to have things neat, orderly, and organized.

6--to do new and different things often.
8--to create an atmosphere that makes for satisfying family living.

3--to have people think well of me.
9--to do what is right according to my beliefs.

8--to create an atmosphere that makes for satisfying family living.
10--to have things neat, orderly, and organized.

4--to do things for my family and others.
11--to have as many good things as possible.

10--to have things neat, orderly, and organized.
12--to do things well.

2--to have influence with people.
11--to have as many good things as possible.

4--to do things for my family and others.
10--to have things neat, orderly, and organized.

2--to have influence with people.
12--to do things well.

Taken from Teaching Topics
Institute of Life Insurance
and Health Insurance Institute
Vol. 19, No. 2, Spring, 1970
pp. 7-8, 11

4--to do things for my family and others.
7--to have friends.

5--to have as much freedom as possible to do things I want to do.
8--to create an atmosphere that makes for satisfying family living.

2--to have influence with people.
3--to have people think well of me.

7--to have friends.
8--to create an atmosphere that makes for satisfying family living.

5--to have as much freedom as possible to do things I want to do.
12--to do things well.

3--to have people think well of me.
11--to have as many good things as possible.

6--to do new and different things often.
12--to do things well.

9--to do what is right according to my beliefs.
12--to do things well.

1--to be reasonably sure about the future for myself and my family.
10--to have things neat, orderly, and organized.

3--to have people think well of me.
8--to create an atmosphere that makes for satisfying family living.

5--to have as much freedom as possible to do things I want to do.
6--to do new and different things often.

6--to do new and different things often.
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10--to have things neat, orderly, and organized.
11--to have as many good things as possible.

2--to have influence with people.
4--to do things for my family and others.

8--to create an atmosphere that makes for satisfying family living.
9--to do what is right according to my beliefs.

8--to create an atmosphere that makes for satisfying family living.
12--to do things well.

4--to do things for my family and others.
5--to have as much freedom as possible to do things I want to do.

9--to do what is right according to my beliefs.
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2--to have influence with people.

9--to do what is right according to my beliefs.
10--to have things neat, orderly, and organized.

6--to do new and different things often.
7--to have friends.

4--to do things for my family and others.
6--to do new and different things often.

2--to have influence with people.
5--to have as much freedom as possible to do things I want to do.

4--to do things for my family and others.
8--to create an atmosphere that makes for satisfying family living.

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10--to have things neat, orderly, and organized.

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9--to do what is right according to my beliefs.

1--to be reasonably sure about the future for myself and my family.
6--to do new and different things often.

3--to have people think well of me.
7--to have friends.

7--to have friends.
11--to have as many good things as possible.

2--to have influence with people.
7--to have friends.

4--to do things for my family and others.
9--to do what is right according to my beliefs.

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4--to do things for my family and others.
12--to do things well.

1--to be reasonably sure about the future for myself and my family.
9--to do what is right according to my beliefs.

7--to have friends.
12--to do things well.

## Directions for Scoring Values Test

1. Count the number of times you circled #1 on the Values Test and insert the number counted in the blank to the left of statement #1 below. Do this for each of the items through #12.

2. Rank the items in the column to the right by assigning number one to the item that you circled the most times, number 2 to the item circled the second highest number of times, etc. In case of a tie give the items all the same rank, but allow a full number count for each item. For example, if there is a tie on number 3, assign two number threes, which take up the 3 and 4 spots making 5 the next rank.

3. When you have completed ranking, you may look at the key to the left of the ranking and determine the highest to lowest values. Example: If #10 is ranked 1, that means your highest value is "Orderliness."

Be sure to check with the teacher if you have any questions on scoring or ranking.

| No. of times circled | Key | | | Rank |
|---|---|---|---|---|
| _____ | Security | 1. | To be reasonably sure about the future for myself and my family | ____ |
| _____ | Influence | 2. | To have influence with people | ____ |
| ___ _____ | Recognition | 3. | To have people think well of me | ____ |
| _____ | Helpfulness | 4. | To do things for my family and others | ____ |
| _____ | Freedom | 5. | To have as much freedom as possible to do the things I want to do | ____ |
| _____ | New Experiences | 6. | To do new and different things often | ____ |
| _____ | Friendliness | 7. | To have friends | ____ |
| _____ | Family life | 8. | To arrange for a family atmosphere that makes for satisfying family living | ____ |

| No. of times circled | Key | | | Rank |
|---|---|---|---|---|
| _____ | Religion | 9. | To do what is right according to my beliefs | ____ |
| _____ | Orderliness | 10. | To have things neat, orderly, and organized | ____ |
| _____ | Wealth | 11. | To have as many good things as possible | ____ |
| _____ | Workmanship | 12. | To do things well | ____ |

Charting My Goals

| | Educational Goals | Vocational Goals | Interests and Hobby Goals | Other Goals (spiritual, social, family, etc.) |
|---|---|---|---|---|
| Immediate Goals<br>Today<br>This Week<br>This Month | | | | |
| Intermediate Goals<br>This Semester<br>This Year | | | | |
| Long Range Goals<br>Next Year<br>Two Years<br>Five Years<br>Ten Years | | | | |

Adapted from:
"Occupational Work Experience"
Division of Curriculum
Louisville Public Schools
Louisville, Kentucky

PLAN FOR SELECTING MY GOAL

1. One goal I want very much to accomplish: _____

_____

2. My plan for progressing toward this goal: _____

_____

_____

_____

3. My deadline for turning this plan into reality: _____

4. My abilities and skills that will enable me to reach my goal: _____

_____

_____

5. My knowledge of the following subject will help me reach this goal:

_____

6. Areas in which I need additional help, skills, and knowledge: _____

_____

7. To gain knowledge and information and to master the skills I need, I must: _____

_____

8. The first step I will take (this week): _____

_____

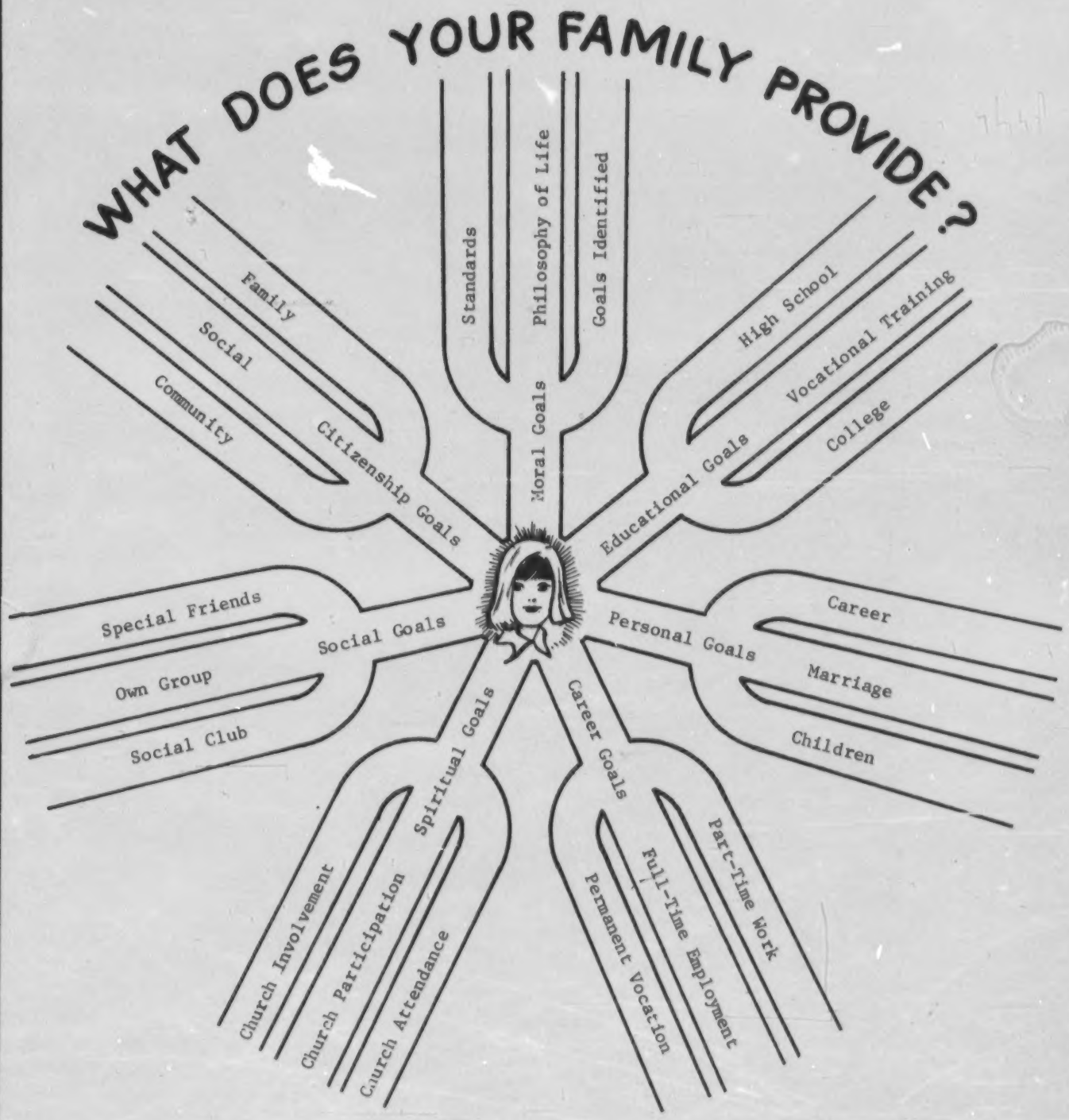
_____

9. My next three main steps:

a. _____

b. _____

c. _____

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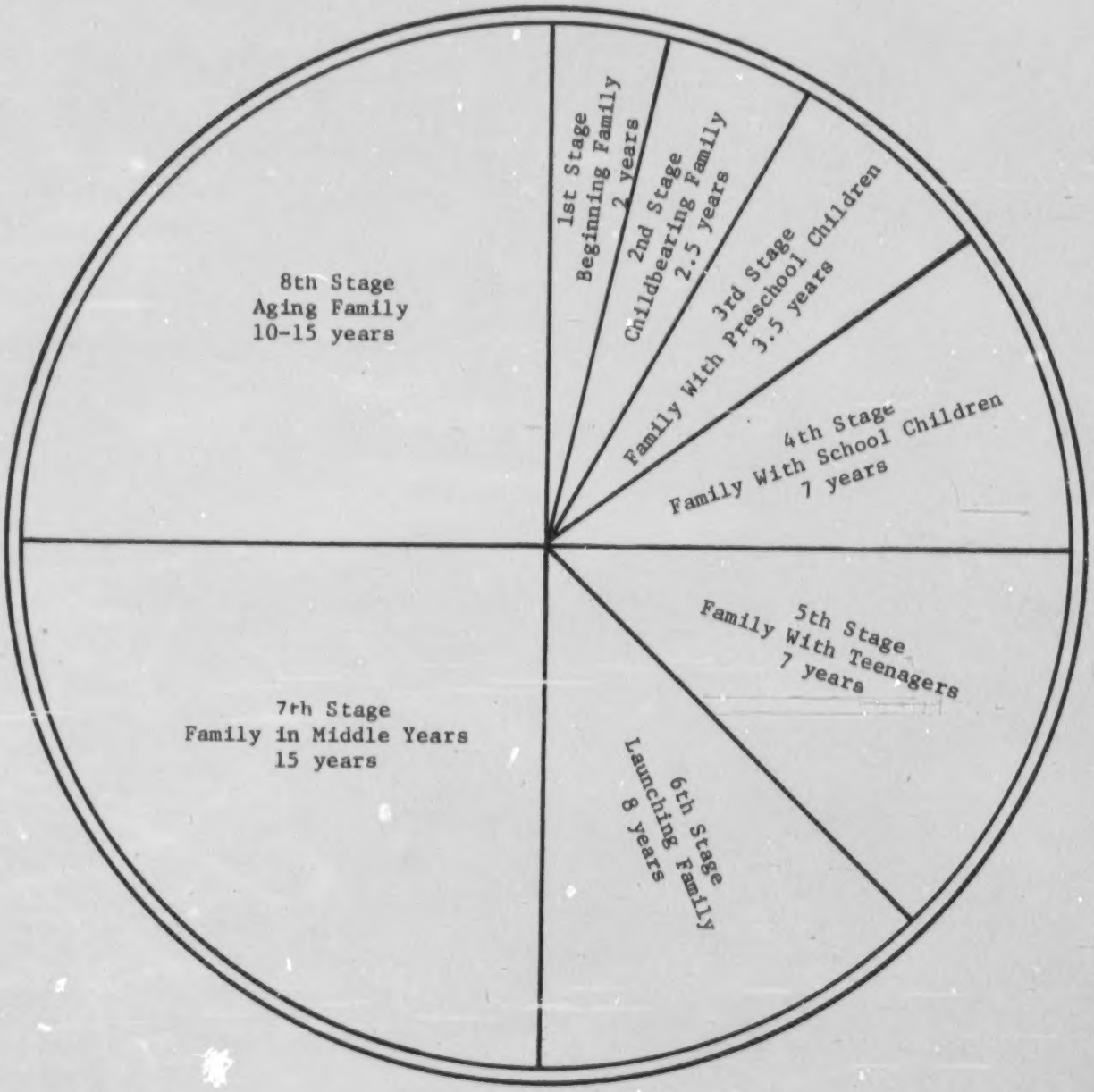
# Life CYCLES WITHIN THE FAMILY

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## DUAL ROLE FACT SHEET

1. As of April, 1970, almost half (49 percent) of all women 18-64 years of age were in the labor force.

2. Women are most apt to be working at ages 20 to 24 (57 percent).

3. The labor force participation rate drops at age 25 and rises again at age 35 and reaches a second peak of 54 percent at age 45 to 54.

4. At age 35 a woman can expect to work 24 to 31 more years.

5. Of the 29.9 million women workers 16 years of age and over in March, 1969, nearly 3 out of 5 were married and living with their husbands.

6. There is a direct relationship between the educational attainment of women and their labor force participation. The more education a woman has received, the greater the likelihood that she will be engaged in paid employment.

7. Women who are college graduates are motivated to seek employment outside the home because:

   --There is an increasing demand for highly trained personnel.
   --They desire to use the skills they have acquired through higher education.
   --They wish to take advantage of the higher earnings available to them.

8. Many women do not make maximum use of their educational background in their jobs. Almost one-fifth of employed women with 4 years of college were, in March, 1967, working as service workers (including private household), operatives, sales workers, or clerical workers. A startling 8 percent of employed women who had completed 5 years or more of college were working in the same unskilled or semi-skilled occupations.

9. Women's annual earnings are substantially lower than those of men. In 1968, women's median earnings were only about three-fifths those of men or $4,457.

10. Decisions of individual women to seek employment outside the home are usually based on economic reasons. Most women in the labor force work because they or their families need the money they can earn. Some women work to raise family living standards above the level of poverty or deprivation. Others work to help meet rising costs of food, education for their children, medical care, and the like. Relatively few women have the option of working solely for personal fulfillment.

11. A growing trend toward the employment of women with children has focused attention on the rising need for day-care centers.

12. Research studies reveal that mothers are more satisfied in the dual role if their children can receive high quality care outside the home.

13. The fight for rights for women reaches back to the 1800's when Susan B. Anthony and Elizabeth Cady Stanton dedicated their lives to the effort.

14. Women in the U.S. were not allowed to vote until 1920, after 72 years of struggle. Susan Anthony was once arrested for voting in a New Jersey election.

15. In 1920 the percentage of women enrolled in college was 47.3, a higher percent than even today.

16. The woman has been the symbol of evil and temptation since Eve offered Adam that first fateful apple.

17. In most states it is against the law for a woman to use her maiden name only if she is married.

18. A common belief expressed in the 1800's was that mental exertion would damage a woman's brain.

19. Labor predicts that of today's teenage girls, 9 out of 10 can expect to spend 20-25 years in full-time work.

20. Less than 2 percent of the women working today make $15,000 per year. A total of over 19 percent of the men working make $15,000 per year.

21. In March, 1970, there were 18.4 million working wives in the U.S., 780,000 more than the previous year. This number includes one-fourth of all wives with children under 3, one-third of those with children under 5 and one-half the mothers of school age children.

Resources:

Women's Bureau, U.S. Department of Labor, 1371 Peachtree Street, N.E., Atlanta, Georgia 30309.

Anatomy Is Destiny, or Is It?", What's New In Home Economics?, March, 1971.

Adapted from:
Preparation for the Dual Role
Curriculum Guide

R. GILMORE CURR. DEVE. CNTR. UK 1064-6 N.E.

TIME RECORD

| | Sleep | School | On Way To School | Study at Home | Work at Home | Grooming (Bathing, Dressing, etc.) | Eating (Meals and Snacks) | Recreation, Hobbies, TV, Sports, Clubs, etc. | Miscellaneous | TOTAL HOURS |
|---|---|---|---|---|---|---|---|---|---|---|
| DAY<br>DATE | | | | | | | | | | |
| DAY<br>DATE | | | | | | | | | | |
| DAY<br>DATE | | | | | | | | | | |

# TIME CARDS

| TIME CARD | TIME CARD | TIME CARD |
|---|---|---|
| Day _____ Date _____ | Day _____ Date _____ | Day _____ Date _____ |
| Item / Done | Item / Done | Item / Done |
| 1 _____ | 1 _____ | 1 _____ |
| 2 _____ | 2 _____ | 2 _____ |
| 3 _____ | 3 _____ | 3 _____ |
| 4 _____ | 4 _____ | 4 _____ |
| 5 _____ | 5 _____ | 5 _____ |
| 6 _____ | 6 _____ | 6 _____ |
| 7 _____ | 7 _____ | 7 _____ |
| 8 _____ | 8 _____ | 8 _____ |
| 9 _____ | 9 _____ | 9 _____ |
| 10 _____ | 10 _____ | 10 _____ |

| TIME CARD | TIME CARD | TIME CARD |
|---|---|---|
| Day _____ Date _____ | Day _____ Date _____ | Day _____ Date _____ |
| Item / Done | Item / Done | Item / Done |
| 1 _____ | 1 _____ | 1 _____ |
| 2 _____ | 2 _____ | 2 _____ |
| 3 _____ | 3 _____ | 3 _____ |
| 4 _____ | 4 _____ | 4 _____ |
| 5 _____ | 5 _____ | 5 _____ |
| 6 _____ | 6 _____ | 6 _____ |
| 7 _____ | 7 _____ | 7 _____ |
| 8 _____ | 8 _____ | 8 _____ |
| 9 _____ | 9 _____ | 9 _____ |
| 10 _____ | 10 _____ | 10 _____ |

## MONEY MANAGEMENT QUESTIONNAIRE

Opinion polls can also be helpful in discovering attitudes toward money management and lead to stimulating discussions. Consider the following:

| | Agree | Dis-agree | Unde-cided |
|---|---|---|---|
| 1. Clearly defined goals contribute to effective use of income. | | | |
| 2. A large income is essential to family security and happiness. | | | |
| 3. Budgeting takes the fun out of spending. | | | |
| 4. A budget is a plan for the use of income. | | | |
| 5. Needs and wants are the same thing. | | | |
| 6. Families with high incomes do not need to budget. | | | |
| 7. Parents should tell a child how to spend his money. | | | |
| 8. Every member of the family should have a say in how family income is to be spent. | | | |
| 9. High price means top quality. | | | |
| 10. Advertising provides helpful buying information. | | | |
| 11. Impulse buying is a good way to get the goods and services you really want. | | | |
| 12. A sound credit rating is a valuable financial asset. | | | |
| 13. Credit can help families raise their level of living. | | | |
| 14. Buying on credit costs more than paying cash. | | | |
| 15. Investing in the stock market is the best way to provide financial security. | | | |
| 16. Consumers pay for trading stamps in the long run. | | | |
| 17. Government services are free. | | | |
| 18. Our system of mass production offers advantages to individuals and families. | | | |
| 19. Government protects the rights of consumers. | | | |
| 20. Consumers play only a minor part in the success or failure of our economy. | | | |

# STUDENT MONEY MANAGEMENT SURVEY

| | YES | NO |
|---|---|---|
| A. Do you receive a regular allowance from your parents? | | |
| B. Do you earn all or part of the money you spend? | | |
| 1. 75 - 100% | | |
| 2. 50 - 75% | | |
| 3. 25 - 50% | | |
| 4. Less than 25% | | |

C. Do you spend your money for these items?
(Check the appropriate column.)

| | Daily | Weekly | Monthly | Yearly | Occasionally |
|---|---|---|---|---|---|
| 1. Candy | | | | | |
| 2. Coca Colas and other carbonated drinks | | | | | |
| 3. Milk | | | | | |
| 4. Potato chips, etc. | | | | | |
| 5. Gum | | | | | |
| 6. Small cakes or cookies | | | | | |
| 7. Ice cream | | | | | |
| 8. School lunches (in lunchroom) | | | | | |
| 9. FHA dues | | | | | |
| 10. Breakage or other fees | | | | | |
| 11. Workbooks | | | | | |
| 12. Pencils | | | | | |
| 13. Pens | | | | | |
| 14. Notebook paper | | | | | |
| 15. Stamps | | | | | |
| 16. Cards and stationery | | | | | |
| 17. Skating | | | | | |
| 18. Bowling | | | | | |
| 19. Ball games | | | | | |
| 20. Records | | | | | |
| 21. Music (sheet) | | | | | |
| 22. Plays | | | | | |
| 23. Movies | | | | | |
| 24. Cosmetics | | | | | |
| 25. Hair sets | | | | | |

| | Daily | Weekly | Monthly | Yearly | Occasionally |
|---|---|---|---|---|---|
| 26. Permanents | | | | | |
| 27. Hair cuts | | | | | |
| 28. Transportation (taxi, bus, other) | | | | | |
| 29. Gifts | | | | | |
| 30. Church | | | | | |
| 31. Other charities--Red Cross, Heart Fund, etc. | | | | | |
| 32. Other club dues | | | | | |
| 33. Yearbook | | | | | |
| 34. Kodak films and developing | | | | | |
| 35. Photograph for yearbook | | | | | |
| 36. School pictures | | | | | |
| 37. Class parties or picnics | | | | | |
| 38. Cigarettes | | | | | |
| 39. County Fair | | | | | |
| 40. Other fairs | | | | | |
| 41. Miniature golf | | | | | |
| 42. Juke box | | | | | |
| 43. Lock for locker | | | | | |
| 44. Music lessons | | | | | |
| 45. Skirts | | | | | |
| 46. Blouses | | | | | |
| 47. Dresses | | | | | |
| 48. Coats | | | | | |
| 49. Underwear | | | | | |
| 50. Shoes | | | | | |
| 51. Socks and hose | | | | | |
| 52. Gloves | | | | | |

## THE CORNER STORE

This will require two class periods, one for planning and exploration, and the other for the actual game and evaluation.

NEEDED ITEMS OR PEOPLE: Representatives of stores, parents, teachers, or students to act as store representatives. Representatives will be needed for the following roles:

A. Apartment owner--his prices should be set
B. Department Store--prices will vary
C. Grocery Store--prices will vary
D. Bank--for savings and checking account
E. Play money and receipts

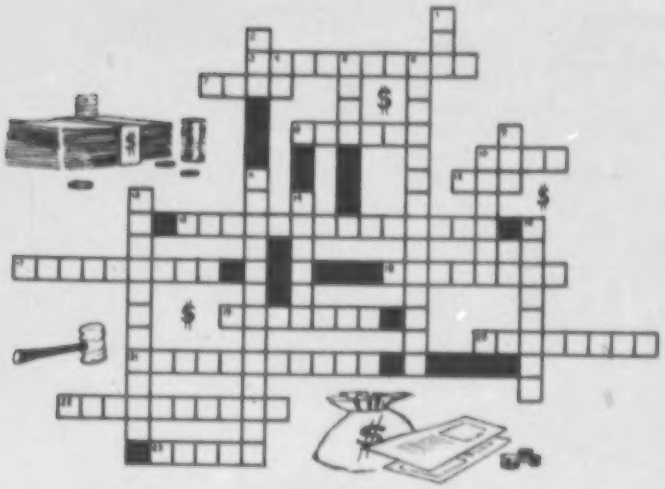
EXPLANATION:

1. Each person will be receiving his first monthly pay check. This amount may be set by the instructor according to the salaries in the local community.
2. Divide into two groups.
   A. A group plans how their monthly income will be spent, setting aside a certain amount of money for each category of spending. This should be done during the first class period.
   B. B group spends at random without planning.
3. During the first class period, explain how the game works. If students are to take roles of the representatives, have them get together and discuss what their responsibilities will be.
4. On the second day, students will talk to representatives, who are located in corners of the room, about what they want to buy.
5. The students in group A who have made a spending plan will tell the representative what they want and how much they can spend. The representative will take their money and give them a receipt. (Example: One person says that she needs a blouse for $10 and a skirt for $12. That is all that person will spend. She also knows that the store has the items she wants at those prices.)
6. The students in group B who have not planned will ask for what they want and the representatives will give a price. The student will pay the quoted price not caring if it is too high. He will give the representative the money and will in turn receive a receipt. (Example: One person wants some shoes, a blouse, and slacks. He asks how much they are. The store clerk will naturally want to sell the most expensive items first so he will quote a higher priced item. The student does not really care about saving money and buys the higher priced item.)
7. The actual buying should not take up any more than half of the class.
8. Compare what A group was able to buy with what B group bought.

EVALUATION: Fishbowl an inner and outer circle, students who are quieter will be in the inner circle first. Each must make a comment before a person from the outer circle may take their place. Discuss advantages and disadvantages of a budget and planning to keep within a budget. Discuss principles of money management.

Source Unknown

CROSSWORD PUZZLE ON CONTRACT ARRANGEMENTS



ACROSS

3. State of being unable to pay debts and method of protecting creditors
7. Money owed
8. Secure goods or services when we want or need them and pay for them at a later date
10. Rules made by the government
12. Money paid to the government to be used for countless services
15. With every privilege the consumer has a _____
17. Agreements between two parties which can be either written or oral
18. Fee paid for the use of money
19. Type of court with the power to grant bankruptcy
20. Method of pledging property as security to borrow money
21. Attachment of one's wages
22. Act of safeguarding
23. Method people use to leave worldly goods to others after death

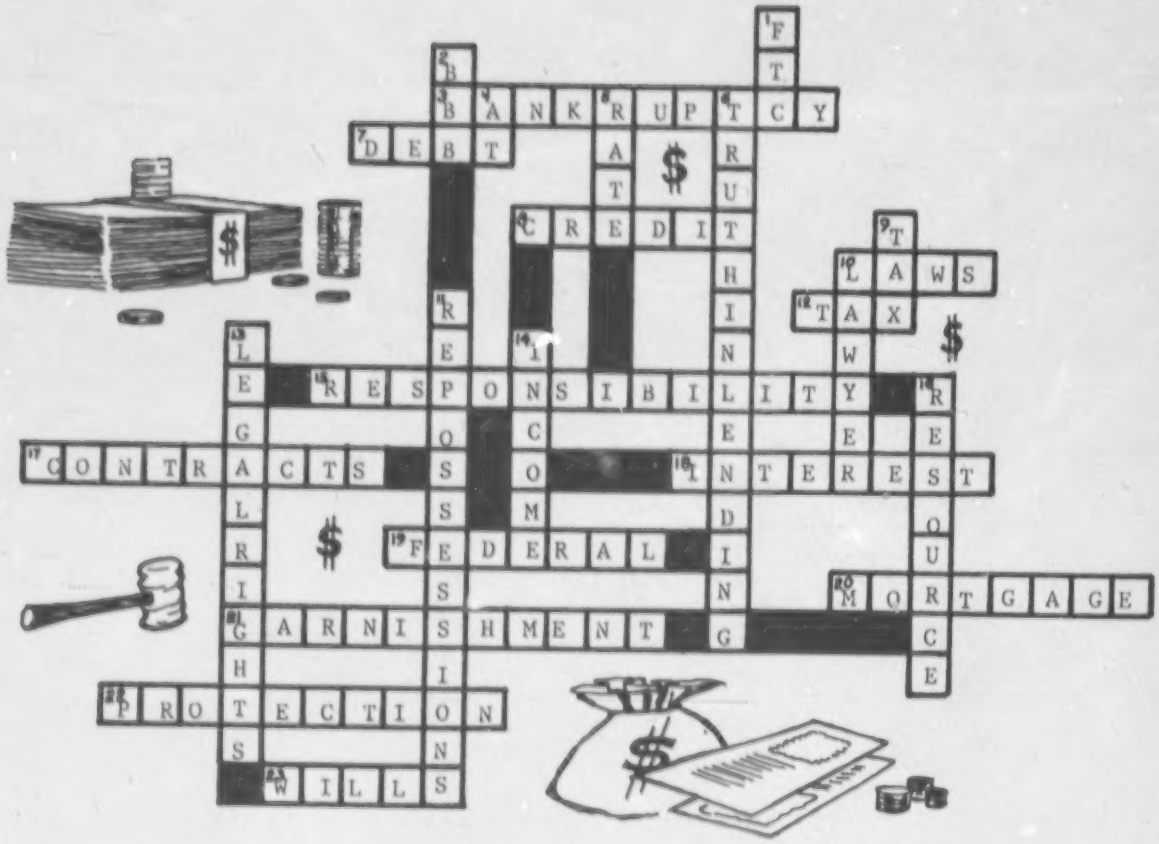
DOWN

1. Abbreviation for Federal Trade Commission
2. Abbreviation for Better Business Bureau
4. A preposition
5. Interest is computed at a legal _____
6. The major part of the Consumer Credit Protection Act is _____ __ _____
9. Money paid to the government to be used for countless services
10. Another name for an attorney at law
11. A self help method available to lender
13. Privileges provided by law (2 words)
14. This may be in the form of money, satisfactions, and/or goods and services
16. New or reserve source of supply or support

Adapted from Consumer Ed. Curriculum Guide
Tennessee State Bd. of Ed.

# KEY

# CROSSWORD PUZZLE ON CONTRACT ARRANGEMENTS

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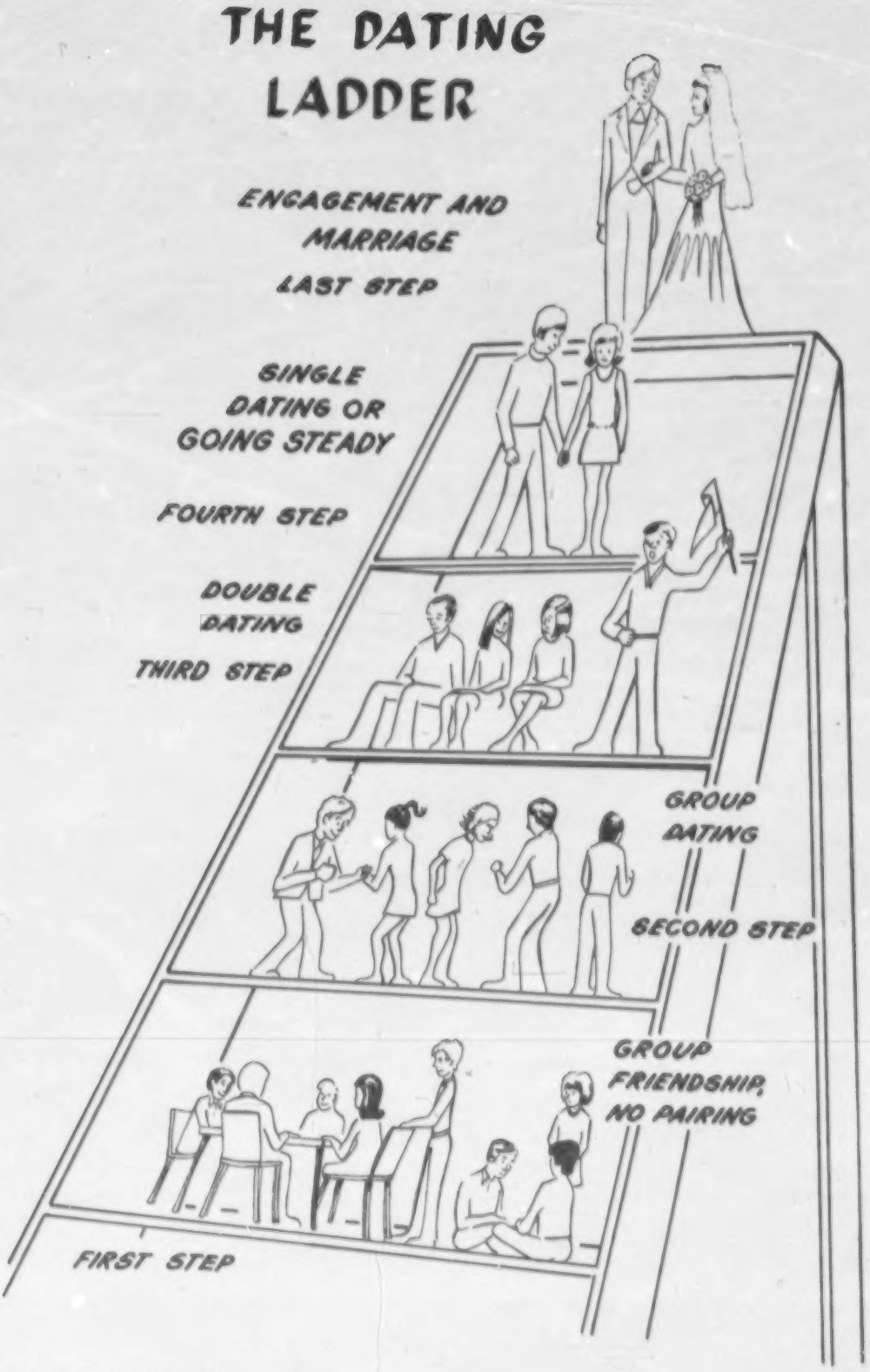
# PRETEST ON CONSUMER BUYING

Your answers to the following one dozen questions indicate your shopping rating.

| | Always | Usually | Seldom |
|---|---|---|---|
| 1. I plan my buying so that I know what I want before I buy. | | | |
| 2. I prepare a grocery shopping list. | | | |
| 3. I decide on the approximate amount to be spent on an item and keep within that limit. | | | |
| 4. I shop more than one store in order to save money and get the best value. | | | |
| 5. I try to buy during non-rush hours (before 11 a.m. and between 1 and 3 p.m.) to avoid crowds, get the best service and make the best selections. | | | |
| 6. I avoid "bargains" when I have no immediate need for the article. | | | |
| 7. I ask to see more than one quality of an article so as to compare values. | | | |
| 8. I look for labels and use their information to help me in making wise choices. | | | |
| 9. I save labels or instructions on how to take care of a product and thus get the best service from it. | | | |
| 10. I watch for small savings, realizing that they add up to large sums in time. | | | |
| 11. I handle merchandise in the store carefully to prevent soil, damage, and breakage. | | | |
| 12. I combine friendliness, courtesy, and good business methods in my shopping contacts. | | | |

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Name_____

## MY ATTITUDES TOWARD CHILDREN

Please place a check in the column which most accurately describes your attitude.

| | YES | NO | SOME-TIMES | DON'T KNOW |
|---|---|---|---|---|
| 1. Children have too much energy. | | | | |
| 2. I enjoy being with children. | | | | |
| 3. Children break everything they touch. | | | | |
| 4. Children are naturally mischievous. | | | | |
| 5. Children are basically good. | | | | |
| 6. It is hard to be patient with children. | | | | |
| 7. All children are different. | | | | |
| 8. Children are all alike. | | | | |
| 9. Children should be encouraged to do things for themselves. | | | | |
| 10. Children should be seen and not heard. | | | | |
| 11. Children should eat and sleep according to schedule. | | | | |
| 12. It is better to give in to a child's demand to keep him quiet. | | | | |
| 13. Spanking is the best type of discipline. | | | | |
| 14. Children should learn to play by themselves most of the time. | | | | |
| 15. A quiet child is a good child. | | | | |
| 16. Children need to be constantly watched. | | | | |
| 17. Children are a nuisance. | | | | |
| 18. Children get on my nerves. | | | | |
| 19. It is enjoyable to play with children. | | | | |
| 20. I enjoy helping small children. | | | | |

Adapted from:
Child Development Area of the Kentucky Curriculum Guide for Consumer and Homemaking Education

Name_____

HOW DO YOU FEEL ABOUT FAMILY PLANNING?

Please place a check in the column which most accurately describes how you feel about family planning?

| | YES | NO | SOME-TIMES | DON'T KNOW |
|---|---|---|---|---|
| 1. A couple should have children immediately after marriage. | | | | |
| 2. Married couples are obligated to society to have at least one child. | | | | |
| 3. Parents should have large families. | | | | |
| 4. A wife should have a baby every 3-4 years. | | | | |
| 5. Babies are important in keeping a marriage together. | | | | |
| 6. Contraceptives should be used to control the number of children. | | | | |
| 7. It is only the husband's responsibility to use contraceptives. | | | | |
| 8. The husband and the wife should discuss with a doctor or specialist the best contraceptive for them to use. | | | | |
| 9. A childless couple should adopt. | | | | |
| 10. I could love an adopted child as well as my own. | | | | |
| 11. An unanticipated pregnancy adds strain on family relationships. | | | | |
| 12. Adoptions should be made through adoption agencies. | | | | |
| 13. Every child should have at least one brother or sister. | | | | |
| 14. All contraceptive methods are equally effective. | | | | |
| 15. Every child has the right to expect parents to provide certain basic needs such as food, clothes, education, shelter, health care, love and acceptance. | | | | |

ENROLLMENT FORM

I. Enrollment Information

Name_____Nickname_____

Date of Birth - Year_____Month_____Day_____

Address_____Phone Number_____

Father's Name_____Occupation_____

Mother's Name_____Occupation_____

In case of an emergency contact_____Phone_____

Brothers and their ages_____

Sisters and their ages_____

Others living in home_____

II. History of Child

A. Eating

Good appetite_____Poor appetite_____

Food likes_____Food dislikes_____

Foods he isn't permitted to eat_____

Problems_____

B. Sleeping

Does child take nap?_____Length_____

Sleeps from_____to_____at night

Problems_____

C. Elimination

Is child toilet trained?_____

Regular time for BM?_____

How he tells an adult he needs to go to the toilet?_____

Problems:_____

Taken from: "Curriculum Guide for Semester Course in Child Development"

D. Washing and Dressing

Can he wash his own face and hands?_____

Can he dress himself?_____

With what does he help in clothing?_____

Put away or hangs up clothing?_____

Problems_____

E. Special Problems: List any special problems that the school should know in order to meet child's needs._____

_____

F. Play and Experiences with others

Favorite toys_____

What does he like to play best?_____

Does he like to play with others?_____

Has he had any other group experience?_____

If so, where?_____

III. Health

Height_____ Weight_____

Immunizations: (year)

DPT_____ Booster_____
Polio_____ Booster_____
Measles: Red_____ 3 Day_____

Test:

Tuberculin_____ Other_____

When did your child have:

Measles_____ Whooping Cough_____
Chickenpox_____ Mumps_____
Skin allergy_____ Asthma or Hay Fever_____
Surgery_____

Date of last physical examination_____

## SUGGESTED SCHEDULE FOR PLAYSCHOOL

1:00 - Arrival and free play
1:20 - Creative activity
1:30 - Story time
1:35 - Toileting and handwashing
Preparing snack
1:40 - Snack time learnings experience
1:55 - Clean up departure

## SUGGESTIONS FOR PHYSICAL ARRANGEMENT OF PLAYSCHOOL

For the total development of the child, there should be centers for the various types of play. The locations of these centers will depend upon the physical arrangement of the room, safety features, traffic patterns and the number and location of observers.

In order to separate the play centers, dividers might be used. Examples of these dividers might be movable shelves, cardboard furniture, tables, book cases or a desk.

The following list of areas contain suggestions for equipment. Space should be provided for each child to leave belongings, clothing, and personal items.

Housekeeping area: Dress up clothing for boys and girls, dolls, buggies, dishes, housekeeping furniture, and cleaning items. This center will be more effective if it is located out of the major traffic lanes so privacy will be provided.

Active play area: This area of the playschool should be located out of the major traffic areas. Equipment is this area might include blocks, trucks, cars, balls, a sand box, tunnels, boards on which to climb and riding toys. Some of these items may be placed in the room and others brought into the room for variety. Music equipment may also be in the active play area. Items that may be found are record player and records; musical instruments such as drums, triangles, bells, sandpaper blocks, shakers made from pie pans, and cymbals made from pan lids.

Quiet play area: This area should contain items for children to use in art activities. Included might be improvided easels, paints, clay, paper, crayons, scissors, finger paints, paste, play dough and other materials. Other activities might include puzzles, books and toys that do not require the use of large muscles. In this center the teacher might include live animals such as turtles, rabbits, mice, birds, and an aquarium; plants, rocks, old clocks, magnets, rulers, scales, prisms, nuts, bolts, and locks. These items might be placed on tables or shelves.

Adapted from:
"Teaching Child Development"
Murray State University and
Kentucky State Department of Education

# GUIDE FOR OBSERVATION FORMS

Suggested heading for each observation:

Name_____

Child's Name_____ Date_____

Complete form by commenting on child's reactions to:

---

Observation I

Routines:

How does he need help with clothes?

Does he eat his snack and is he able to handle food?

What manners has he developed?

Does he need help with handwashing?

Is he able to handle toileting?

Other comments:

Observation II

Free Play:

What toys does he use most?

Does he put toys away? How?

Does he play well in a group?

How does he get along with group members?

Other comments:

---

Observation III

Social Contacts:

Which child does he play with the most?

Which child does he play with the least?

When is he a leader and/or follower?

How does he react to adult help?

Other comments:

Observation IV

Planned Activities:

Does he participate?

Is he capable of activity?

Is he restless?

What does he like best?

What does he like least?

Is he interested?

Other comments:

Taken from: "Curriculum Guide for Semester Course in Child Development"

# PLAYSCHOOL QUESTIONAIRE

Complete the form by answering the following questions:

Schedule

1. Did the daily schedule provide a variety of activities for the children?

2. What changes in the schedule did you make in order to include different activities?

Selection of Children for the Playschool

1. Were the children selected to include differences in socio-economic levels, in races, and in growth rate?
2. What different types of children would you suggest for the playschool next year?

Equipment and Materials

1. What suggestions would you offer for changes in equipment?
2. How might one improvise the suggested equipment?
3. List materials that were needed but not available.

Observations:

1. What item of behavior did you observe that helped you to better understand children?
2. What additions or changes would you make concerning observation forms?

Taken from: "Curriculum Guide for Semester Course in Child Development"

Experiences With Children

1. What experiences for the children do you think should be added next year?

_____

2. What experiences did you think were too hard for the children?_____

_____

3. What experiences did you think the children enjoyed the most?_____

_____

4. What experiences have you learned in the playschool that you would use with your own children?_____

Other suggestions for improving the playschool._____

_____

_____

MARY'S EATING HABITS

Mary, a high school senior, is a busy popular student. She likes sports, is an average student, has a good personality and is well liked by her school mates. She has a part time job and has learned to manage her money well. In the fall she plans to attend school and continue to work. She has a tendency to be slightly over weight and recently she has noticed that she has a complexion problem. She has also noticed that her grades have gone down in her morning classes. The following paragraph describes a typical eating schedule for Mary.

She skips breakfast and drinks a coke on the way to school. Between first and second period she has a candy bar. She skips lunch at school because she is not really hungry at that time. After school she is hungry but must hurry to her job so she has a coke and potato chips. By the time she gets home from work to have dinner with her family she is really starved. Her mother is a good cook and Mary eats a large dinner. She is especially fond of fried foods and starches. After dinner she usually studies or watches TV. She is usually hungry before bedtime and she may have a pizza or a sandwich before going to bed.

Analyze Mary's eating habits.

ARE YOU EATING THE BASIC FOUR DAILY?

Write the foods eaten in the left hand column and check the number of servings of the basic four in the appropriate column.

| | Milk & Milk Products 4 servings | Fruits and Vegetables 4 servings | Meat, Fish, Poultry, Eggs, Dried Beans, Nuts 2 servings | Breads and Cereals 4 servings |
|---|---|---|---|---|
| | Number of Servings | | | |
| Breakfast: | | | | |
| Snack: | | | | |
| Lunch: | | | | |
| Snack: | | | | |
| Dinner: | | | | |
| Snack: | | | | |
| Total: | | | | |

# CONSUMER BUYMANSHIP

Although food is usually the largest single expense in a family budget, you can generally reduce the amount you spend for food in the following ways:

1. Make a list and stick to it.
2. Look at labels.
3. Check the weights.
4. Shop for advertised specials.
5. Buy in quantity when it is more economical.
6. Compare costs and buy food in the form that gives the most savings for the money.
7. Use USDA grades whenever possible.
8. Use cereals you cook yourself since they are almost always less expensive and usually more nutritious.
9. Buy nonfat dry milk and evaporated milk.
10. When buying meat, consider the lean meat in the cut, not the cost per pound.
11. Take advantage of seasonal abundances.

# GOOD MANNERS FROM A TO Z

A-void putting your fingers in your mouth or picking your teeth before others.

B-utter a small portion of bread at one time.

C-hew food with your mouth closed.

D-rinking or talking with food in your mouth shows poor manners.

E-lbows belong fairly close to your side and off the table.

F-ood is carried to the mouth on the fork with the prongs up; use fork rather than spoon whenever possible.

G-ood posture is important to good table etiquette so sit erect.

H-old knife in right hand and fork (with tines down) in left hand when cutting food.

I-t is best to learn good manners early and use them all the time until they are so much a part of you that they are completely automatic.

J-ellies and jams are placed on your plate and then spread on a small portion of bread; never place directly on bread from serving dish.

K-eep one hand in your lap except when passing food or buttering bread, etc.

L-eave your napkin crumpled slightly to the left of the plate; extended house-guests would refold cloth napkins and place to left of plate.

M-anners reflect your consideration for others.

N-ever blow on food to cool it.

O-pen edges of napkin (which is on left-hand side of place setting) are placed at the lower right corner so one may easily and quietly place in lap (opened halfway).

P-assing of food should be in one direction, and you should pass with the hand fartherest from the person to whom you are passing.

Q-uiet conversation about pleasant topics is conducive to sociability and digestibility.

R-eceive passed food with the hand fartherest from the person and transfer to the other hand before passing to next person.

S-oup is eaten by dipping the soup spoon away from you and sipping from the side of the spoon nearest you.

T-ry to time your eating so that you finish when the others do.

U-sed silverware should not be placed on the tablecloth but placed on the plate where used or on the serving dish where it will not fall off when dishes are removed.

V-ery considerate guests watch the hostess for cues as to when to begin eating, what silver to use if in doubt, and when to leave the table.

W-hen mishaps happen, apologize quietly and let the hostess take care of the situation.

eX-press your thanks to your mother or to the hostess for an enjoyable meal.

Y-ou should take what is served without comment unless offered a choice.

Z-est for food should still not cause you to gulp beverages, eat rapidly or scrape everything clean as though you are on the verge of starvation.

R. GILMORE. CURR. DEVE. CNTR. UK. 1064-3 ME

## HOUSING FEATURES AND THE LIFE CYCLE

Directions: In the space opposite the individual housing features, check the stage of the family life cycle to which the feature would apply.

| Housing Features | Early Years | Crowded Years | Peak Years | Later Years |
|---|---|---|---|---|
| 1. One story home . . . . . | | | | |
| 2. Two story home . . . . . | | | | |
| 3. Split level home . . . . . | | | | |
| 4. Two story with 1 bedroom on ground level. . . . . | | | | |
| 5. One story with 2 bedrooms. . . . . | | | | |
| 6. One story with 3 bedrooms. . . . . | | | | |
| 7. Two story with all bedrooms on 2nd floor. . . . . | | | | |
| 8. Two story with bathroom on 2nd floor | | | | |
| 9. Two story with 1 bathroom on 1st | | | | |
| 10. One story with 2 bathrooms . . . . | | | | |
| 11. Basement . . . . . | | | | |
| 12. Attic. . . . . | | | | |
| 13. Fireplace. . . . . | | | | |
| 14. "Mud" room near back door. . . . . | | | | |
| 15. Back porch . . . . . | | | | |
| 16. Front porch. . . . . | | | | |
| 17. Large kitchen. . . . . | | | | |
| 18. Small kitchen. . . . . | | | | |
| 19. Living room. . . . . | | | | |
| 20. Dining room. . . . . | | | | |
| 21. Living-dining room combination . . | | | | |
| 22. Family room. . . . . | | | | |
| 23. Recreation room in basement. . . . | | | | |
| 24. Large kitchen with eating area . . | | | | |
| 25. Small kitchen with eating area . . | | | | |
| 26. Laundry room in basement . . . . . | | | | |
| 27. Utility room on 1st floor. . . . . | | | | |
| 28. Workroom . . . . . | | | | |
| 29. Sewing room. . . . . | | | | |
| 30. Guest bedroom. . . . . | | | | |

At which stage in the life cycle would people most likely live in the following type dwellings:

Mobile Home _____

Apartment _____

Condominum _____

One story home (2 bedrooms) _____

Split level home (4 bedrooms) _____

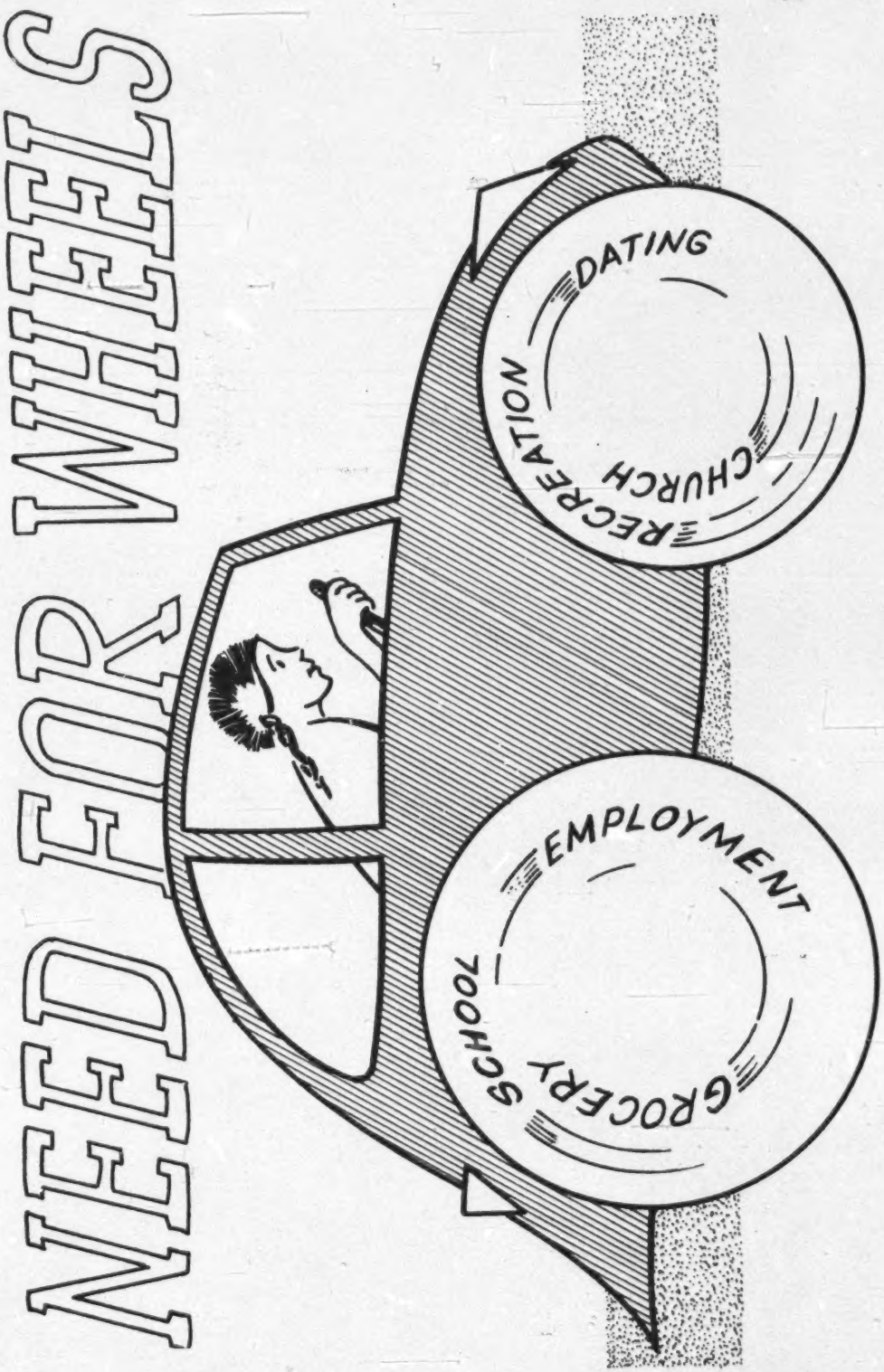
Duplex _____

Retirement Manor _____

Nursing Home _____

Campus Housing Unit _____

One-room apartment _____


NEED FOR WHEELS
DATING
CHURCH
RECREATION
EMPLOYMENT
GROCERY
SCHOOL
R. GILMORE CURR DEVE CNTR. UK. 1077. Ho. Ec.

# CHECK LIST FOR EVALUATION OF A USED CAR

| | Yes | No |
|---|---|---|
| 1. Car Exterior and Frame | | |
| a. Evidence of accident | | |
| b. Recent paint | | |
| c. Excessive rust | | |
| d. Doors, windows, and locks work easily | | |
| e. Frame shows evidence of accident | | |
| f. General condition of trunk | | |
| g. Tires show wear | | |
| 2. Car Interior | | |
| a. Doors, roof, seats | | |
| b. Floor and mats | | |
| c. Pedals show wear | | |
| d. Dashboard, glove compartment, ashtrays | | |
| e. Interior color matches exterior | | |
| 3. Engine | | |
| a. Normal sound | | |
| b. Lights and signals working | | |
| c. No unusual noises | | |
| d. General appearance | | |
| 4. Road Test The Car | | |
| a. City driving | | |
| b. Highway driving | | |
| c. Rough or general roads | | |

# AUTOMOBILE BINGO

Ruth Freel

This game may be used as an evaluation or review device at the close of a study of automobiles.

Equipment Needed:

1. Bingo-type boards (one per player) with each of the 25 squares having a card symbol (e.g., 9 of hearts or King of spades) instead of the usual numbers under the Bingo letters. All boards are different.

2. Grains of corn or other material to cover squares as earned.

3. Deck of playing cards.

4. Deck of cards with questions about automobiles (see examples on following pages which may be cut out and used for the game).

Rules of Play:

1. Both decks of cards (the regular deck of cards and the ones containing questions about cars) are placed face down on the table.

2. Each player is given a bingo type board with card symbols in each space.

3. The player whose birthday comes first in the year is first, and turns proceed to the right.

4. The players, in turn, draw a card from each deck. If his board contains the symbol card he drew, he tries to answer the question on his question card.

5. If he successfully answers the question, he covers that square on his board. If he does not answer the question correctly, his question card is placed in a separate stack for later use.

6. If the player does not have the symbol card he drew on his board, he passes both his cards to the next player and this constitutes the "draw" of the player to whom they were passed.

7. If a player draws a joker, he may draw two additional cards. No bingo boards have a joker on it.

8. The winner is the first one to cover five squares in a row on his board, either vertically, horizontally, or diagonally.

9. At any turn, a player may request an opportunity to draw an extra card from the stack of question cards that have been missed. If he succeeds in answering the question correctly, he may cover any square on his board except the center or corner squares.

Taken from Teaching Aids for Consumer and Homemaking Programs, Univ. of Ill.

| | | |
|---|---|---|
| 1. Harry kept track of his gas and oil costs last year. They came to $210. This was:<br>A. A lot less than most drivers spend.<br>B. About what most drivers spend.<br>C. A lot more than most drivers spend. | 5. Alex's car was stolen. The insurance company paid for the car because Alex had:<br>A. Liability insurance.<br>B. Collision insurance.<br>C. Comprehensive insurance. | 9. Shirley had an accident. The accident was Shirley's fault, and her insurance company paid for damages to the other car. Shirley had:<br>A. Liability insurance.<br>B. Collision insurance.<br>C. Comprehensive insurance. |
| 2. Harry spent about $30 for repairs on his car last year. This was:<br>A. Less than average.<br>B. About what most drivers spend.<br>C. A lot more than most drivers spend. | 6. Sara was in an auto accident. It was her fault and she couldn't get money for damages on her car because she didn't have:<br>A. Liability insurance.<br>B. Collision insurance.<br>C. Comprehensive insurance. | 10. Which of these cars will probably run well on regular gas?<br>A. 6-cylinder Plymouth<br>B. Small 8-cylinder Chevy<br>C. Large 8-cylinder Chrysler |
| 3. Lois bought a used car for $900. She sold it for $300. How much was her depreciation?<br>A. $600<br>B. $900<br>C. $30?<br>D. $1200 | 7. Sam's car was in a flood. His insurance company paid to have the car fixed up because he had:<br>A. Liability insurance.<br>B. Collision insurance.<br>C. Comprehensive insurance. | 11. Hal has a 6-cylinder Ford. He always uses hi-test gas. What does this give him?<br>A. A lot more gas mileage<br>B. A lot more power<br>C. More expensive gas bills |
| 4. Which of these cars will probably depreciate the most next year?<br>A. A 2 year old Chevy sedan<br>B. A 5 year old Chevy sedan<br>C. A 7 year old Chevy sedan | 8. If a state requires insurance to register a car, what kind of insurance is it?<br>A. Liability insurance<br>B. Collision insurance<br>C. Comprehensive insurance | 12. Hal buys his hi-test gas from a cheap cut-rate station. How does the gas he buys probably compare to the big-name brands?<br>A. A lot worse in "go" power<br>B. A little worse in "go" power<br>C. About the same in "go" power |

13. Hal's car dealer told him to use #30 oil. Hal probably lives in:
A. A cold part of the country.
B. A hot part of the country.

14. Jerry smashed up the whole side of his car. What kind and how many repair estimates should he get?
A. One verbal
B. At least two verbal
C. One written
D. At least two written

15. "TRANSFERRED TO: Joe Sperry. Owner's Statement. I am the owner of the vehicle described on the reverse side, or a member of the firm or officer of the corporation owning same, and have disposed of the vehicle as shown above. Peter Banks." Who legally owns the car referred to in the registration form above?
A. Joe Sperry B. Peter Banks

16. Jimmy lives in Akron, Ohio. He belongs to AAA. Where can he get free road service?
A. San Francisco, California
B. Cleveland, Ohio
C. New York City
D. Akron, Ohio
E. Tallahassee, Florida

17. The "10" in 10/20/5 liability insurance stands for:
A. $10,000.
B. 10 accidents.
C. 10 years.

18. In 10/20/5 liability insurance, which number stands for coverage against property damage?
A. 10
B. 20
C. 5

19. Pete had an accident which was his fault. He had damages to his car of $400. If he had $50 deductible collision insurance, how much would the insurance company pay on his car repairs?
A. $50 D. Nothing
B. $350 E. $400
C. $450

20. Jean needs car repairs. She goes to Big Mac. He estimates $125, but says he may find other problems. Later Jean receives a bill for $200. How could she have protected herself from this?
A. Tell him to make all repairs.
B. Tell him the top price is $125.
C. Get $125 estimate in writing and call before making extra repairs.
D. Refuse to pay the $200 bill.

21. Mark Morgan's car is only worth about $150. Mark will probably be wise not to buy:
A. Collision insurance.
B. Liability insurance.
C. Medical payments insurance.

22. This information is from Big Mac's estimate for repairs on your car: Fix motor: Parts $90; Labor $35; Total $125. Is this a good description of the job Big Mac is going to do?
A. Yes, because it tells how much is for parts and how much for labor.
B. No, because you need to know what is to be fixed on motor.

23. Suppose the front tires of a car are worn down on one side. The basic problem is probably:
A. The tires.
B. The wheel alignment.

24. You push up and down on the fender of a car. When you stop, the car rocks up and down just once. This is:
A. A good sign.
B. A bad sign.

25. Which of the following would be the greatest risk in buying a particular used car?
A. Bashed in left rear fender
B. Rusted muffler
C. Welded engine block

26. Which of the following would indicate a greater problem in buying a particular used car?
A. Very thin oil on dipstick
B. Very thick oil on dipstick

27. The steering wheel on a car has 1 1/2 inches of free play. This is:
A. Safe.
B. Unsafe.

28. A good road test of a car requires:
A. A trip around the block.
B. About 5 minutes.
C. 20 minutes or more.

29. Which of the following signals more danger when you race a car?
A. Blue smoke
B. White smoke

30. The mileage gauge on a car shows 25,501 miles. The oil change sticker shows 37,877 miles. Which is likely to be closer to the true mileage?
A. 25,501
B. 37,877

31. About how many miles is the average car driven per year?
A. 5,000
B. 10,000
C. 20,000

32. You notice these things about a used car you are considering: new parts under the hood, body leans to one side, rear wheels aren't in same track as front wheels. This probably means that:
A. Mileage gauge was turned back.
B. Car wan in an accident.
C. It was a "lemon" from the start.

33. Jeff Harris sees a car with a $300 tag on it. This is the:
A. Cash price.
B. Credit price.

34. Johnny wants to buy a used car for $300. He borrows $300 from the bank to pay for it. The car will cost him:
A. $300.
B. More than $300.
C. Less than $300.

35. Jack wants to buy a car for $300. The bank says he can borrow the money at 12%. He agrees to pay everything up in a year. In all he will pay:
A. $312.
B. $324.
C. $336.

36. Betty borrows $500 from the bank to buy a car. The bank lends her the money for 18%. She plans to pay the money back in a year's time. Her monthly payments will be:
A. $49.17.
B. $59.17
C. $69.00.

## ANSWER KEY TO AUTOMOBILE BINGO

1. B. About average
2. A. Less than average
3. A. $600
4. A. A 2 year old Chevy sedan
5. C. Comprehensive insurance
6. B. Collision insurance
7. C. Comprehensive insurance
8. A. Liability insurance
9. A. Liability insurance
10. A. 6-cylinder Plymouth
    B. Small 8-cylinder Chevy
11. C. More expensive gas bills
12. C. About the same
13. B. A hot part of the country
14. D. At least two written
15. A. Joe Sperry
16. A, B, C, D, E. You can get service anywhere in the country
17. A. $10,000
18. C. 5
19. B. $350
20. C. Get $125 estimate in writing and call before making extra repairs
21. A. Collision insurance
22. B. No, because you need to know what is to be fixed on motor
23. B. Wheel alignment
24. A. A good sign
25. C. Welded engine block
26. B. Very thick oil
27. A. Safe
28. C. 20 minutes or more
29. A. Blue smoke
30. B. 37,877
31. B. 10,000
32. B. Car was in an accident
33. C. Cash price
34. B. More than $300
35. C. $336
36. A. $49.17

# INFORMATION ON A CAREER

1. Job title: _____

2. Physical requirements of the career:

   (1) _____

   (2) _____

   (3) _____

   (4) _____

   (5) _____

3. The location of places I could find employment:

   (1) _____ (4) _____

   (2) _____ (5) _____

   (3) _____ (6) _____

4. Necessary personal tools and equipment for the career:

   (1) _____

   (2) _____

   (3) _____

   (4) _____

   (5) _____

5. The income expected:

   (1) Starting salary per week _____

   (2) Expected earnings after 2 years _____

   (3) Expected earnings after 10 years _____

6. Chances for advancement:

   (1) In this position _____

   (2) By changing to another position _____

Adapted from: "Let's Explore Your Career" - Extension

7. Health and/or hazards found in this career:

   (1) _____

   (2) _____

   (3) _____

8. Retirement benefits in this career:

   (1) Covered by Social Security? _____

   (2) Covered by private retirement plan? _____

   (3) Retirement age in this career? _____

9. Duties of this career:

   (1) _____

   (2) _____

   (3) _____

   (4) _____

   (5) _____

10. What will be the need for people in this career in 25 years?

    (1) _____

    (2) _____

11. What vacation benefits?

    (1) _____

    (2) _____

12. What is the demand for persons in this career?

    (1) _____

    (2) _____

13. Does the worker have to

    (1) Have a special license? _____

    (2) Become a union member? _____

14. What special aptitudes are required?

(1) _____

(2) _____

(3) _____

15. What personality traits are most helpful in this job?

(1) _____

(2) _____

(3) _____

16. What are the general working conditions?

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

17. What education or training is required for this occupation?

(1) High school ____ (4) College graduation ____

(2) Apprenticeship ____ (5) Graduate school ____

(3) Vocational school____

18. Where can the necessary education be obtained?

(1) _____

(2) _____

(3) _____

(4) _____

19. What will be the cost of the necessary training? _____

20. Five aspects of this career that appeal to me:

    (1) _____

    (2) _____

    (3) _____

    (4) _____

    (5) _____

21. Two disadvantages I see in this career:

    (1) _____

    (2) _____

22. Two advantages I see in this career:

    (1) _____

    (2) _____

23. Compare your findings about the career area with your self analysis.

    (1) Do I qualify for this career? _____

        (a) If no, why not? _____

    (2) Would I be happy in this career? _____

        (a) If no, why not? _____

RESOURCE LIST

FAMILY LIVING CURRICULUM GUIDE

Books:

| Title | Author | Publisher or Source | Date |
|---|---|---|---|
| 1. Baby Learning Through Baby Play | Gordon, Ira J. | St. Martins Press | 1970 |
| 2. Being Married | Duvall, Evelyn M. and Reuben Hill | D. C. Heath Company | |
| 3. Betty Crocker's New Dinners For Two | | Golden Press | |
| 4. Between Parent and Teenager | Ginnott, Dr. Haim G. | Macmillan Company | 1969 |
| 5. Birth Atlas | Dickinson, Robert L. and Abram Belskie | Maternity Center Association | 1971 |
| 6. Building Your Home Life | Wallace, Inez and Bernice McCullar | J. B. Lippincott Company | |
| 7. Call Me Mister | James, Barry | Milady Publishing Corporation | 1969 |
| 8. Child Care and Development | Ames, Louise Bates | J. B. Lippincott Company | 1970 |
| 9. Child Growth and Development | Hurlock, Elizabeth B. | McGraw-Hill Book Company Webster Division | 1970 |
| 10. Children: A Study in Individual Behavior | Westlake, Helen G. | Ginn and Company | 1973 |

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| 11. | Clothing: A Comprehensive Study | Craig, Hazel Thompson | J. B. Lippincott Company | 1968 |
| 12. | Conception, Birth and Contraception | Demarest, Robert J. and John J. Sciarra | McGraw-Hill Book Company Webster Division | 1969 |
| 13. | Consumer Economics | Wilhelms, Fred T. and Ramon P. Heimeil | McGraw-Hill Book Company Gregg Division | |
| 14. | Consumer Economic Problems | Wilson, W. Harmon and Elvin S. Eyster | South Western Publishing Company | 1966 |
| 15. | Dictionary of Occupational Titles | | U. S. Department of Labor Superintendent of Documents | |
| 16. | Dress | Gawne, Eleanor J. and Bess V. Oerke | Charles A. Bennett Company | 1969 |
| 17. | Encyclopedia of Careers, Vol. I, "Planning Your Career" | Hopke, William E. | Doubleday and Company | 1972 |
| 18. | Encyclopedia of Careers, Vol. II, "Careers and Occupations" | Hopke, William E. | Doubleday and Company | 1972 |
| 19. | Experiences With Foods | Pollard, L. Belle | Ginn and Company | 1968 |
| 20. | Family Development | Duvall, Evelyn | J. B. Lippincott Company | 1971 |
| 21. | Family Living | Duvall, Evelyn | Macmillan Company | |
| 22. | Family Meals and Hospitality | Lewis, Dora S., Gladys S. Peckham and Helen C. Hovey | Macmillan Company | 1972 |
| 23. | Food For Modern Living | McDermott, Irene E., Mabel B. Trilling and Florence Williams Nichols | J. B. Lippincott Company | 1967 |

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| 24. Foods In Homemaking | Cronan, Marion L. and June C. Atwood | Charles A. Bennett Company | 1971 |
| 25. Guide To Modern Clothing | Sturm, Mary M., Edwina H. Griesler, Dorothy Lyle and Jane E. Roberts | McGraw-Hill Book Company Webster Division | 1973 |
| 26. Handbook of Job Facts | Thiemann, Norma L. | Science Research Association, Inc. | 1968 |
| 27. Homemaking For Teenagers, Book I | McDermott, Irene E. and Florence W. Nichols | Charles A. Bennett Company | 1970 |
| 28. Homemaking For Teenagers, Book II | McDernott, Irene E. and Florence W. Nichols | Charles A. Bennett Company | |
| 29. Home Management Is . . . | Bratton, Ester C. | Ginn and Company | 1971 |
| 30. Homes Today and Tomorrow | Sherwood, Ruth F. | Charles A. Bennett Company | 1972 |
| 31. Homes With Character | Craig, Hazel T. | D. C. Heath and Company | 1970 |
| 32. Infants In Institutions | Provence, Sally and Rose C. Lipton | International University Press | 1969 |
| 33. Learning About Children | Shuey, Rebekah M., Elizabeth L. Woods and Ester M. Young | J. B. Lippincott Company | 1969 |
| 34. Lessons In Living | Davis, Martha and M. Yvonne Peeler | Ginn and Company | 1970 |
| 35. Life Before Birth | Montagu, Ashley | New American Library | |
| 36. Living and Learning With Children | Smart, Mollie S. and Russell C. Smart | Houghton Mifflin Company | |
| 37. Living In Families | Smart, Mollie S. and Russell C. Smart | Houghton Mifflin Company | |

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| 38. | Living With Your Family | Fleck, Henrietta, Louise Fernandez and Elizabeth Murves | Prentice-Hall Inc. | 1965 |
| 39. | Management For Better Living | Starr, Mary Catherine | D. C. Heath and Company | 1968 |
| 40. | Management For You | Fitzsimmons, Cleo and Nell White | J. B. Lippincott Company | |
| 41. | Married Life | Brisbane, Holly E. and Audrey P. Riker | Charles A. Bennett Company | 1970 |
| 42. | Mealtime | Oerke, Bess V. | Charles A. Bennett Company | 1970 |
| 43. | Occupational Outlook Handbook | | U. S. Department of Labor Bureau of Vital Statistics | |
| 44. | Occupations and Careers | Feingold, Norman S. and Sol Swerdloff | McGraw-Hill Book Company Webster Division | 1969 |
| 45. | Personal Adjustment, Marriage and Family Living | Landis, Judson T. and Mary G. Landis | Prentice-Hall Inc. | 1970 |
| 46. | Personal Perspectives | Paolucci, Beatrice, Theodora Faiola and Patricia Thompson | McGraw-Hill Book Company Webster Division | 1973 |
| 47. | Please Breast Feed Your Baby | Gerard, Alice | New American Library | 1971 |
| 48. | Pregnancy and Birth | Guttmacker, Alan F. | New American Library | |
| 49. | Relationships: A Study in Human Behavior | Westlake, Helen G. | Ginn and Company | 1972 |
| 50. | Steps In Home Living | Reiff, Florence M. | Charles A. Bennett Company | 1966 |

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| 51. | Teenage Living | Ahern, Nell Giles | Houghton Mifflin Company | 1966 |
| 52. | Teen Guide to Homemaking | Barclay, Marion S., Frances Champion, Jeanne Brinkley and Kathleen Funderburk | McGraw-Hill Book Company Webster Division | 1972 |
| 53. | Teen Horizons | Lewis, Dora S., Anna K. Banks and Marie Banks | Macmillan Company | 1970 |
| 54. | Textiles for Homes and People | Vanderhoff, Margil, Lavina Franck and Lucille Campbell | Ginn and Company | 1973 |
| 55. | The Child Under Six | Hymes, James L., Jr. | Prentice-Hall Inc. | 1971 |
| 56. | The Chosen Baby | Wasson, Valentina P. | J. B. Lippincott Company | |
| 57. | The Developing Child | Brisbane, Holly E. | Charles A. Bennett Company | 1971 |
| 58. | The Home: It's Furnishings and Equipment | Morton, Ruth, Hilda Geuther and Virginia Guthrie | McGraw-Hill Book Company Webster Division | 1970 |
| 59. | The Nursery School | Read, Katherine H. | W. B. Saunders Company | 1971 |
| 60. | These Are Your Children | Jenkins, Gladys G., Helen S. Shacter and William W. Bauer | Scott Foresman and Company | |
| 61. | The Second Skin | Horn, Marilyn J. | Houghton Mifflin Company | 1968 |
| 62. | The Tasks of Childhood | Muller, Phillippe | McGraw-Hill Book Company Webster Division | 1969 |
| 63. | The World of Foods | Medved, Eva | Ginn and Company | 1970 |
| 64. | Thresholds to Adult Living | Craig, Hazel Thompson | Charles A. Bennett Company | 1970 |

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|---|---|---|---|
| 65. Today's Home Living | Hatcher, Hazel M. and Mildred E. Andrews | D. C. Heath Company | |
| 66. Tomorrow's Homemaker | Lewis, Dora, Anna K. Banks, Marie Banks and Adele G. Columbia | Macmillan Company | |
| 67. Understanding and Guiding Young Children | Baker, Katherine Reed and Xenia F. Fane | Prentice-Hall Inc. | 1971 |
| 68. What You Should Know About VD and Why | Webster, Bruce | Scholastic Book Service | 1967 |
| 69. When You Marry | Duvall, Evelyn M. and Reuben Hill | D. C. Heath Company | |
| 70. Your Family and It's Money | Thal, Helen M. | Houghton Mifflin Company | 1968 |
| 71. Your Foods Book | Harris, Florence and Rex T. Withers | D. C. Heath Company | 1966 |
| 72. Your Marriage and Family Living | Landis, Paul H. | McGraw-Hill Book Company Webster Division | 1969 |

| Booklets and Pamphlets | Author | Publisher or Source | |
|---|---|---|---|
| 1. "Altar Bound" | Pearce, Elizabeth C. and Betty S. Rodgers | Interstate Printers and Publishers | |
| 2. "A Place to Keep Your Money: A Unit on Banking" | | Grolier Educational Corporation | |
| 3. "Baby Care" | Cohlan, Sidney Q. | John and Johnson, Inc. | |

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| 4. | "Buying a Car, Occupational Work Experience" | | Trade and Industrial Education<br>Industrial Material Laboratory<br>The Ohio State University |
| 5. | "Buying a New Car" | | Grolier Educational Corporation |
| 6. | "Buying On Time" | | Council of Better Business Bureau, Inc. |
| 7. | "Car Care on the Road" | | Council of Better Business Bureau, Inc. |
| 8. | "Car and Property Insurance" | | Grolier Educational Corporation |
| 9. | "Checking Out A Used Car" | | Grolier Educational Corporation |
| 10. | "Consumer Economic Problems" | Wilson, W. Harmon and Elvis S. Eyster | South Western Publishing Company |
| 11. | "Consumer Tips on Guarantees and Warranties" | | Council of Better Business Bureau |
| 12. | "Education In Kentucky For Children Under Six" (Free) | | Kentucky State Department of Education |
| 13. | "Every Ten Minutes" | | Insurance Information Institute |
| 14. | "Facts About Breast Feeding" | | Meade Johnson Company |
| 15. | "Facts on Mobile Home Selection" | | Council of Better Business Bureau, Inc.<br>or<br>Mobile Home Manufacturer's Association |

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| 16. | "Facts on Shopping For Food" | Council of Better Business Bureau, Inc. | |
| 17. | "Facts You Should Know About Life Insurance" | Council of Better Business Bureau, Inc. | |
| 18. | "Facts You Should Know About Savings" | Council of Better Business Bureau, Inc. | |
| 19. | "Facts You Should Know About Schemes" | Council of Better Business Bureau, Inc. | |
| 20. | "Facts You Should Know About Your Legal Problems | Council of Better Business Bureau, Inc. | |
| 21-a | "Figuring Credit Charges" | Grolier Educational Corporation | |
| 21-b | "Getting Married | Kimberly Clark Corporation | 1969 |
| 22. | "Guarantees and Warranties" | Council of Better Business Bureau, Inc. | |
| 23. | "Health Care of the Adolescent" (Pamphlet #463) | Public Affairs Pamphlet | |
| 24. | "How Our Bank Helps Our City" | Manufacturers Hanover Trust Company | |
| 25. | "If Anything Happens to Me: A Unit on Life Insurance" | Grolier Educational Corporation | |
| 26. | "Infant Care"(Publication #8) | Children's Bureau Superintendent of Documents | |
| 27. | "I've Got To Have Wheels, A Unit on How To Buy A Car" | Grolier Educational Corporation | |

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| 28. | "Mary Hart Weds John Will" | Franks, Blanche N. | Interstate Printers and Publishers |
| 29. | "Meal Planning" (#H.E 3-214) | Helton, Elizabeth | University of Kentucky Cooperative Extension Service or Local Extension Agent |
| 30. | "Mrs. King Has A Baby" (Comic Book) | | Maternity Center Association |
| 31. | "Number, Size, and Price" | | Grolier Educational Corporation |
| 32. | "Parent-Teenager Communications" | | Public Affairs Pamphlets |
| 33. | "Personal Budgeting" | | Trade and Industrial Education Services |
| 34. | "Prenatal Care" | | Children's Bureau Publications Superintendent of Documents |
| 35. | "Quacks and Medical Frauds" | | Grolier Educational Corporation |
| 36. | "The Adolescent In Your Family" | | Superintendent of Documents |
| 37. | "The Cost of Running A Car" | | Grolier Educational Corporation |
| 38. | "The Early Adolescent: A Guide for Parents" | | Interstate Printers and Publishers Inc. |
| 39. | "The La Leche League Newsletter" | | La Leche League |

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| 40. | "The Womanly Art of Breast Feeding" (on loan) | La Leche League |
| 41. | "Ten Danger Signals In Buying" | Kentucky Attorney General's Office |
| 42. | "Tips On Multi-Level Selling Plans" | Council of Better Business Bureau, Inc. |
| 43. | "Tips on Refunds and Exchanges" | Council of Better Business Bureau, Inc. |
| 44. | "Tips on Sales Contracts" | Council of Better Business Bureau, Inc. |
| 45. | "Tips on Tires" | Council of Better Business Bureau, Inc. |
| 46. | "To Know And To Care" | National Foundation |
| 47. | "Using Banking Services" | The American Bankers Association |
| 48. | "What Truth in Lending Means To You" | Board of Governors Federal Reserve System |
| 49. | "When You Breast Feed Your Baby" | La Leche League |
| 50. | "Wise Home Buying" | U. S. Department of Housing and Urban Development |
| 51. | "You and Your Contented Baby" (Free) | Carnation Company |

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| 52. "You and Your Landlord: Modern Consumer Education Kit" | | Grolier Educational Corporation | |
| 53. "Your Automobile Dollar" | Part of a Series | Money Management Institute<br>Household Finance Corporation | |
| 54. "Your Baby Is Coming Soon" | | Ross Laboratories | |

| Films | | Source | Cost |
|---|---|---|---|
| 1. "Abby's First Two Years" | | Audio Visual Services<br>University of Kentucky | Loan, $6.00 |
| 2. "Alcohol and You" | | Kentucky Department of Mental Health | Free Loan |
| 3. "A Normal Birth" | | Kentucky State Department of Health<br>or<br>Local Health Department<br>or<br>Americal National Red Cross<br>or<br>Local Red Cross Chapter | Free Loan |
| 4. "A Quarter-Million Teenagers" | | Kentucky State Department of Health | Free Loan |
| 5. "Baby Feeding" | | American National Red Cross<br>or<br>Local Red Cross Chapter | Free Loan |
| 6. "Bathing The Baby" | | McGraw-Hill Films | |

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| 7. | "Baths and Babies" | Association Instructional Materials | |
| 8. | "Control Your Emotions" | Audio Visual Services<br>University of Kentucky | Loan,<br>$3.00 |
| 9. | "Discipline and Self Control" | Audio Visual Services<br>University of Kentucky | Loan,<br>$2.50 |
| 10. | "Driving and Drinking" | Modern Talking Pictures Service | Free<br>Loan |
| 11. | "Early Marriage" | Kentucky Department of Mental Health | Free<br>Loan |
| 12. | "Emotional Maturity" | Audio Visual Service<br>University of Kentucky | Loan,<br>$3.00 |
| 13. | "Engagement, Romance and Reality" | McGraw-Hill Films | |
| 14. | "Eyes of Regret" | Kentucky State Department of Health | Free<br>Loan |
| 15. | "Frustrating Fours and Fascinating Fives" | Kentucky Department of Mental Health | Free<br>Loan |
| 16. | "Human Reproduction" | Kentucky Department of Mental Health<br>or<br>Audio Visual Service<br>University of Kentucky | Free<br>Loan<br>Loan,<br>$3.00 |
| 17. | "Improve Your Personality" | Audio Visual Service<br>University of Kentucky | Loan,<br>$2.00 |
| 18. | "Kathy" | Kentucky State Department of Health<br>or<br>Local Health Department | Free<br>Loan |

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| 19. | "Labor and Childbirth" | American National Red Cross<br>or<br>Local Red Cross Chapter | Free<br>Loan |
| 20. | "Life With Baby" | Kentucky Department of Mental Health | Free<br>Loan |
| 21. | "Man and His Culture" | Audio Visual Service<br>University of Kentucky | Loan,<br>$3.00 |
| 22. | "Marriage Is A Partnership" | Guidance Associates | |
| 23. | "Meaning of Engagement" | McGraw-Hill Films | |
| 24. | "Terrible Twos and Trusting Threes" | Kentucky Department of Mental Health | Free<br>Loan |
| 25. | "The Bad Apple" | Kentucky Attorney General's Office | Free<br>Loan |
| 26. | "The Innocent Party" | Kentucky State Department of Health | Free<br>Loan |
| 27. | "Trip to Nowhere" | Kentucky Department of Mental Health | Free<br>Loan |
| 28. | "Understanding Human Reproduction" | Guidance Associates | Sale,<br>$45.00 |
| 29. | "Who's Boss" | McGraw-Hill Films | |
| 30. | "Who's Right" | McGraw-Hill Films | |

| Filmstrips | | Source | Cost |
|---|---|---|---|
| 1. "About Love: Beginnings," Human Birth, Growth and Development Series | | Warren Schloat Productions | |
| 2. "Alcohol and Health" | | Encyclopedia Britanica Educational Corporation | |
| 3. "A New Look At Budgeting" | | Money Management Institute Household Finance Corporation | |
| 4. "And Now A Word From Our Sponsor: Advertising" | | Grolier Educational Corporation | |
| 5. "Clothing Communicates" | | J. C. Penney Company | |
| 6. "Consumer In The Market Place" | | Institute of Life Insurance | |
| 7. "DNA and You," Human Birth, Growth and Development Series | | Warren Scholat Production | |
| 8. "Drug Problem: Glue Sniffing and Pills" | | Hadden Films Inc. | |
| 9. "Drug Problem: Marijuana and LSD" | | Hadden Films Inc. | |
| 10. "Fashion--A Visual History," Parts I-V | | Visual Aids Studio | |

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| 11. | "From Tree To Home-Site" | Long Film Slide Service | |
| 12. | "Go, Grow, and Glow" | Carnation Company | |
| 13. | "Homes For People," Parts I and II | J. C. Penney Company<br>Educational and Consumer Relations | |
| 14. | "Having A Baby" | National Foundation | |
| 15. | "How To Get Along With Parents" | Society for Visual Education | |
| 16. | "Is There A Typical Family?" | Popular Science Publishing Company | |
| 17. | "Johnny Has One," Let The Buyer Beware Series | Eye Gate House, Inc. | |
| 18. | "Living Together" | Eye Gate House, Inc. | |
| 19. | "Living With Others" | Eye Gate House, Inc. | |
| 20. | "Masculine--Feminine" | Co-Ed/Forecast | |
| 21. | "Men and Building Materials" | Long Film Slide Company | |
| 22. | "More Than Love" | National Foundation | |
| 23. | "My Family and Other Families--Alike and Different" | Bowmar<br>or<br>Early Childhood Education | Free Loan |
| 24. | "Permanent Care Labels" | J. C. Penney Company | |

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| 25. "Quality, Use and Service," Let the Buyer Beware Series | Eye Gate House, Inc. |
| 26. "Responsible Sexual Attitudes" | Society for Visual Education |
| 27. "Responsible Sexual Behavior" | Society for Visual Education |
| 28. "Sex Problems and Possibilities," Human Birth, Growth and Development Series | Warren Schloat Production |
| 29. "Should You or Shouldn't You, and When?" Human Birth, Growth and Development Series | Warren Schloat Production |
| 30. "The Consumer in the Marketplace" | Institute of Life Insurance |
| 31. "The Miracle of Birth," Human Birth, Growth and Development Series | Warren Schloat Production |
| 32. "The Times They Are Changing," Human Birth, Growth and Development Series | Warren Schloat Production |
| 33. "TLC for Textiles" | J. C. Penney Company |
| 34. "Understanding Today's Textiles" (No. 2.) | J. C. Penney Company |

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| 35. "Young Fashion Forecast" (Issued semi-annually) | | Sears Roebuck and Company | Free |
| 36. "Your Money's Worth In Shopping | | Household Finance Corporation | |
| 37. "Young, Single and Pregnant" | | Guidance Associates | |

| Miscellaneous Teaching Aids | | Source | Date |
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| CHARTS: | | | |
| 1. "How To Bathe A Baby" | | Johnson and Johnson, Inc. | |
| KITS: | | | |
| 1-a "Bottle Feeding" | | Evenflo | |
| 1-b "Career Exploratory Kit" | | Careers, Inc. | |
| 2. "How Your Bank Serves You" (Free loan) Includes the following:<br>--35mm filmstrip<br>--Recorded narration<br>--12 transparencies<br>--Instructor's Guide<br>--Student booklet, "How Your Bank Serves You"<br>--Leaflet, "Guidelines for Presenting How Your Bank Serves You"<br>--Student Practice Checkbook | | The following Kentucky Group Banks:<br>--Berea, People's Bank and Trust Co.<br>--Carlisle, First National Bank<br>--Corbin, Corbin Deposit Bank and Trust Co.<br>--Danville, Bank of Danville<br>--Georgetown, First National Bank and Trust Co.<br>--Lexington, Central Bank and Trust Co.<br>--Manchester, First State Bank<br>--Mt. Sterling, Trader's National Bank | |

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| | --Nicholasville, First National Bank and Trust Co.<br>--Owenton, First Farmer's Bank and Trust Co.<br>--Paris, National Bank and Trust Co.<br>--Somerset, Citizen's National Bank<br>--Stanton, Powell County Bank<br>--Williamsburg, Bank of Williamsburg<br>--Winchester, People's Commercial Bank |
| | or |
| 3. "Modern Comsumer Education Kit" | Bank Management Associates |
| 4. "Occupational Exploration Kit" | Grolier Educational Corporation |
| 5. "Value Clarification Kit" | Science Research Associates |
| PERIODICALS: | J. C. Penney Company |
| 1. Modern Bride | Modern Bride Magazine |
| 2. Seventeen "Why You Are The Way You Are," 2/73 | Triangle Publications |
| 3. What's New In Home Economics | What's New In Home Economics |
| PROGRAMMED LEARNING: | |
| 1. "Baby Care" | Instructional Materials Laboratories, Inc.<br>or<br>Johnson and Johnson, Inc. |

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| TAPES: | | |
| 1. "A Place To Rent" | Grolier | |
| 2. "Be Good Parents" | Educational Sensory Programming | |
| 3. "Be Understanding Parents" | Educational Sensory Programming | |
| 4. "Buying A Car," Modern Consumer Education Kit | Grolier Educational Corporation | |
| 5. "Frauds," Modern Consumer Education Kit | Grolier Educational Corporation | |
| 6. "How to Deal With Salesmen," Modern Consumer Education Kit | Grolier Educational Corporation | |
| 7. "Plan A Budget and Save Money" | Educational Sensory Programming | |
| 8. "Select A Husband" | Educational Sensory Programming | |
| 9. "Select A Wife" | Educational Sensory Programming | |
| 10. "Quacks and Medical Frauds" | Educational Sensory Programming | |
| TEACHING GUIDES: | | |
| 1. "Child Development Equipment" | Curriculum Development Center | 1971 |

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| 2. "Consumer Education" | Curriculum Development Center | 1970 |
| 3. "Curriculum Guide for Semester Course in Child Development" | Home Economics Education Unit | 1973 |
| 4. "Foods and Nutrition Curriculum Guide for Consumer and Homemaking Education" | Home Economics Education Unit | 1973 |
| 5. "Mobile Homes Consumer and Homemaking Education" | Mobile Homes Manufacturing Association | 1971 |
| 6. "Preparation for the Dual Role" | Home Economics Education (U.K.) | |
| TRANSPARENCIES: | | |
| 1. "Basic Budgeting" | Co-Ed/Forecast Visual Masters | |
| 2. "Clothing Symbolism" | Co-Ed/ Forecast Visual Masters | |
| 3. "Consumers: Who, Why How?" | Minnesota Mining and Manufacturing Co. Visual Products Division | |
| 4. "Decision Making" | Co-Ed/ Forecast Visual Masters | |
| 5. "Energy Management" | Minnesota Mining and Manufacturing Co. Visual Products Division | |
| 6. "Food and Nutrition" | Co-Ed/Forecast Visual Masters | |

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| 7. | "Interrelationships of Clothing With Behavior, Roles and Values" | Minnesota Mining and Manufacturing Co. Visual Products Division |
| 8. | "Life Cycle Within the Family" | Minnesota Mining and Manufacturing Co. Visual Products Division |
| 9. | "Line and Shape," Parts I and II | Minnesota Mining and Manufacturing Co. Visual Products Division |
| 10. | "Planning Your Time" | Scholastic Magazine |
| 11. | "Primitive Man," Part IV | Minnesota Mining and Manufacturing Co. Visual Products Division |
| 12. | "Time-Ability" | South-Western Publishing Co. |
| 13. | "Time Management" | Co-Ed/ Forecast<br>Visual Masters |
| 14. | "You Are A Consumer" | Minnesota Mining and Manufacturing Co. Visual Products Division |

## LIST OF RESOURCES

American National Red Cross
17th and D Street N.W.
Washington, D.C. 20006

Association Instructional Materials
A Division of Association Films, Inc.
866 Third Avenue
New York, New York 10022

Audio Visual Services
Scott Street Building
University of Kentucky
Lexington, Kentucky

Bank Management Associates
302 Central Bank Building
Lexington, Kentucky 40507

Board of Governors
Federal Reserve System
Washington, D.C. 20551

Bowmar
Glendale, California 91209

Carnation Company
Home Service Department
5045 Wilkshire Boulevard
Los Angeles, California 90036

Careers, Inc.
Largo, Florida 33540

Charles A. Bennett Company, Inc.
809 Detweiller Drive
Peoria, Illinois 61614

Children's Bureau
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Co-Ed/Forecast
904 Sylva Avenue
Englewood Cliffs, New Jersey 07632

Coronet Films
Guidance Associates
60 South Water Street
Chicago, Illinois 60601

Council of Better Bureaus, Inc.
1150 17th Street N.W.
Washington, D.C. 20036

Curriculum Development Center
151 Taylor Education Building
University of Kentucky
Lexington, Kentucky 40506

D. C. Heath and Company
2700 North Richardt Avenue
Indianapolis, Indiana 46219
or
1705 Commerce Drive
Atlanta, Georgia 30318

Doubleday and Company
501 Franklin Avenue
Garden City, New Jersey 11531

Early Childhood Education
State Department of Education
Capitol Plaza Tower
Frankfort, Kentucky 40601

Educational Sensory Programming
Jonesboro, Arkansas 72401

Encyclopedia Britannica Educational
Corporation
425 N. Michigan Avenue
Chicago, Illinois 60611

Evenflo
The Pyramid Rubber Company
Ravenna, Ohio 44266

Eye Gate House, Inc.
146-01 Archer Avenue
Jamaica, New York 11435

Hadden Films, Inc.
1136 Garvin Place
Louisville, Kentucky 40203

Ginn and Company
Statler Building
Box 191
Boston, Massachusetts 02117
or
717 Miami Circle N.E.
Atlanta, Georgia 30324

Golden Press
850 Third Avenue
New York, New York 10022

Grolier Educational Corporation
Instructional Systems Division
520 W. John Street
Hicksville, New York 11801

Guidance Associates
Pleasantville, New York 10570

Home Economics Education
University of Kentucky
43 Dickey Hall
Lexington, Kentucky 40506

Home Economics Education Unit
Capitol Towers
Frankfort, Kentucky 40601

Houghton Mifflin Company
110 Tremont Street
Boston, Massachusetts 02107
or
666 Miami Circle N.E.
Atlanta, Georgia 30324

Household Finance Corporation
Prudential Plaza
Chicago, Illinois 60601

Institute of Life Insurance
277 Park Avenue
New York, New York 11205

Instructional Materials
Laboratories, Inc.
18 East 41st Street
New York, New York 10017

Insurance Information Institute
110 William Street
New York, New York 10038

International Universities Press
239 Park Avenue South
New York, New York 10003

Interstate Printers and Publishers, Inc.
19-27 Jackson Street
Danville, Illinois 61832

J. B. Lippincott and Company
East Washington Square
Philadelphia, Pennsylvania 19105

J. C. Penney Company, Inc.
Educational and Consumer Relations
1301 Avenue of the Americas
New York, New York 10019

Johnson and Johnson, Inc.
New Brunswick, New Jersey 08903

Kentucky Attorney General's Office
Capitol Building
Frankfort, Kentucky 40601

Kentucky Department of Mental Health
Box 718
Frankfort, Kentucky 40601

Kentucky State Department of Education
Capital Plaza Tower
Frankfort, Kentucky 40601

Kentucky State Department of Health
275 East Main Street
Frankfort, Kentucky 40601

Kimberly Clark Corporation
Life Cycle Center
Neenah, Wisconsin 54956

La Leche League
9616 Minneapolis Avenue
Franklin Park, Illinois 60131

Long Film Slide Service
7505 Fairmont Avenue
El Cerrito, California 94530

Macmillan Company
Department C
Riverside, New Jersey 08075

Manufacturer's Hanover Trust Company
New York, New York 10001

Maternity Center Association
48 East 92nd Street
New York, New York 10028

McGraw Hill Book Company
Gregg or Webster Division
Manchester Road
Manchester, Missouri 63011

McGraw Hill Films
330 West 42nd Street
New York, New York 10036

Meade Johnson Company
Evansville, Indiana 47721

Milady Publishing Company
3839 White Plains Road
Bronx, New York 10467

Minnesota Mining and Manufacturing Company
Box 3310 A
St. Paul, Minnesota 44101
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New York, New York 10019

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